

# PHILIPPINE EDUCATION MAGAZINE

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September 1926

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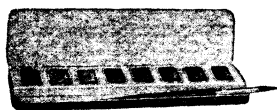
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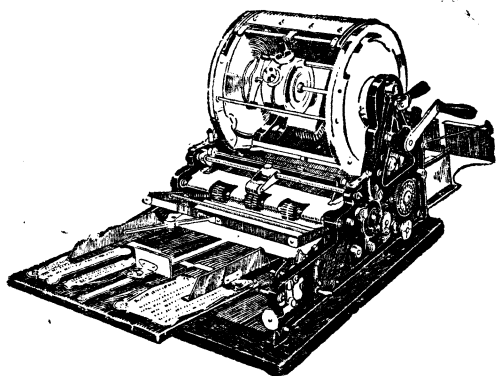
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# Philippine Education

## The Philippine School and Home Magazine

Vol. XXIII

SEPTEMBER, 1926

No. 4

### CONTENTS

#### Editorials

Libraries and Books  
How to Educate a Son  
Supervision or Inspection of Private Schools  
The Cover

*The Editor* 197

Pointers on Sprinting and Middle Distance Running

*Dr. Regino R. Ylanan* 198

The Philippines from the Air

*James Hoeck* 203

III Touring the Southern Islands by Plane

Practice Teaching in Our Teacher Training Schools

*F. Kapili* 203

Sonnet

*Anonymous* 204

The Flight and Wanderings of Emilio Aguinaldo, IV

*Mayor Simeon A. Villa* 205

Boy Scouts in the Philippines

*Lorenzo C. Alcantara* 207

Talks on Parasites and Some Diseases Caused by Them

*Prof. Frank G. Haughwout* 208

VII Filaria, the Blood Worm, and Elephantiasis

Philippine Ploverlike Shore Birds

*Richard C. McGregor* 210

The World's Ten Great Educators

212

IV Shakespeare—The World's Supreme Genius

Tales From the Jungle

*Dr. Alfred Worm and Emergenciana Cinco* 214

The Cry of the Kalao

Our Children

*Angelo Patri* 216

I Want

Children's Speech

My Mother

*Joseph Kaye* 217

The Mothers of Rupert Hughes, Hudson Maxim, and Alfred E. Smith

Favorite Philippine Recipes

217

Supervision of Instruction

*Eduardo Lagman* 218

An Arbor Day Program

*John H. Manning Butler* 219

News of the World

The Philippines

The United States

Foreign Countries

'Round the Provinces

223

Bataan

Isabela

Palawan

Bulacan

La Union

Pangasinan

Cagayan

Laguna

Surigao

Camarines Norte

Lanao

Tayabas

Capiz

Marinduque

Tarlac

Iloilo

Masbate

"Tubig" (A story)

256

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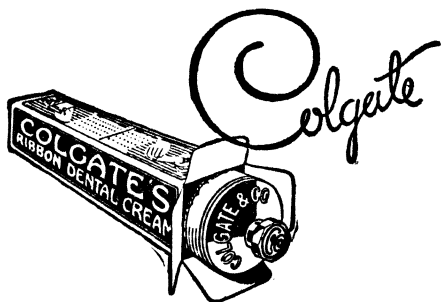
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# PHILIPPINE EDUCATION

## The Philippine School and Home Magazine

Vol. XXIII

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### Libraries and Books

The United States expends \$37,000,000 annually on its 6,500 public libraries. The volumes in these libraries number around 68,000,000.

Taking into consideration that the United States has ten times the population of this country, but assuming that other conditions are the same in proportion (which, of course, is not the case, but gives us an interesting, if not an accurate basis of comparison), the Philippines should have 400 public libraries, which should contain approximately 7,000,000 volumes, and which should spend annually some ₱7,000,000.

As a matter of fact, the Philippines has only the Philippine Library and Museum, which performs the functions of a state library commission, a national library, and a city public library. It has ten small provincial branches, and four deposit stations. It is organized into the following divisions: administrative, copy-right, Filipiniana, legislative reference and public documents, archives, catalog, general reference and periodical, and museum divisions. It owns about 140,000 books, excluding pamphlets, manuscripts, and other unbound material.

The authorized expenditure last year was ₱190,000, which included two special appropriations amounting to ₱25,000 for the purchase of Retana's manuscripts and the original of Rizal's *El Filibusterismo*. This year's appropriation is only ₱168,000, with an allowance of ₱10,000 for the purchase of books. The appropriations for the last five years have been stationary.

Now there are more than 3000 small school libraries, with an average of 250 books to the library, and several hundred small private school libraries, but these contain chiefly children's books, and are not usually open to the adult citizen. The whole library situation is obviously miserable.

The Bureau of Education recently issued a bulletin which gives figures compiled from data furnished by the superintendents of schools of Bohol, Pangasinan, and Oriental Negros, showing that the median number of books in English other than textbooks in 846 homes of intermediate school pupils is 3.17 books, and in 167 homes of secondary school pupils is 2.55 books. There is no reason to believe that the number of books in the native languages or in Spanish in the homes of the people is much larger, although it would be worth while for the Bureau of Education to get statistics on this also. There is, however, no doubt, that this showing, too, is pitiable.

The Government owes it to the people to give the Philippine Library and Museum greater support, and to foster to business of book publishing and book selling in every way possible.

### How to Educate A Son

"If I had a son, I would take him from school at the age of fourteen, not a moment later, and put him for two years in a commercial house. Wake him up. Teach him how to deal with men as men, to write a straightforward business letter, manage his own money, and gain some respect for those industrial movements which control the world. Next,

two years in some wilder part of the world, where his own countrymen are settled under primitive conditions and have formed their rough codes of society. The intercourse with such people would be a capital invested for life. The next two years should be spent in the great towns of Europe, in order to remove awkwardness of manner, prejudice of race and feeling, and to get the outward forms of a European citizen. All this would sharpen his wits, give him more interest in life, more keys to knowledge. Then, and not a minute sooner, to the University, where he would go, not as a child, but a man capable of enjoying its real advantages, attend lectures with profit, acquire manners instead of mannerisms and a University tone instead of a University taint."

From "South Wind" by Norman Douglas.

### Supervision or Inspection of Private Schools?

The Monroe Board of Educational Survey recommended among other things that private schools be required to maintain standards of equipment and instruction comparable to those maintained by the public schools, and that adequate provision be made in the budget of the Department of Public Instruction for the inspection of these schools.

The joint legislative committee which recently submitted a report to the Philippine Legislature on the work of the Monroe Board, took exception to the word "inspection," stating that it is rather "helpful supervision" that is needed.

The distinction is well taken. Inspection is usually understood to mean a critical, sometimes a prying, examination for the purpose of detecting errors. The word supervision does not have this unfavorable connotation, and is commonly understood to mean helpful direction along the right path.

There can be no question of the desirability of supervision over inspection, but what must be considered in connection with this ideal is that adequate supervision is a much bigger task than mere inspection, and that a larger personnel would be needed than is now attached to the office of the Commissioner of Private Schools.

**The Cover** The pretty high school girl on the cover of Philippine Education Magazine this month was drawn by Mr. Oscar Espiritu, another young Manila artist. Mr. Espiritu was born in Manila in 1895, his grandfather as well as his father having been artists before him. He took an interest in drawing and painting from the time he was six years old.

Oscar's father died soon after his son was born, and he was brought up by his uncle, Anselmo Espiritu, an instructor of drawing in the Philippine School of Arts and Trades. His uncle died when young Espiritu was sixteen years old, leaving him under the care of Mr. Alejandro Amorsolo, the elder brother of Fernando and Pablo Amorsolo, all of them artists. After Mr. Amorsolo's death, young Oscar was forced to go out to earn his own living. For a time he worked in the Philippine National Bank, but at the present time he is an assistant in the studio of Pablo Amorsolo.

# Pointers on Sprinting and Middle Distance Running

By DR. REGINO R. YLANAN

Director of Physical Education, University of the Philippines, Secretary-Treasurer of the Philippine Amateur Athletic Federation

This is the first of a series of illustrated articles on competitive athletics by Doctor Ylanan, Director of Physical Education of the University of the Philippines, Secretary-Treasurer of the P. A. A. F., and himself a well-known athlete. Succeeding articles will deal with hurdling, high jumping and pole vaulting, broad jumping and hop step jumping, weight throwing, baseball and basketball playing, and school and college boxing, wrestling, and fencing. It is believed that these clearly written and interesting articles will be of interest not only to athletes and trainers, but also to the general reader.



FIG. 1—A GROUP OF PROMINENT FINNISH RUNNERS, INCLUDING NURMI.

**R**UNNERS have a physical development peculiarly their own. Their light bony frame-work and their supple muscles seem to be well suited for speed and for easy transportation of the body over a distance. Other types of individuals may be trained to acquire a certain degree of speed but they never become runners of championship caliber. The peculiar characteristics of runners must be borne in mind when selecting materials for a squad of track men. (See illustration No. 1)

## PHYSICAL CHARACTERISTICS OF RUNNERS

In sprinting, short men as well as tall men have made remarkable records. Paddock, Murchison, Tani, Catalan, and Quintano belong to the first type. F. Danao, Jose Lozada, and the six-footer English runner, H. Abraham, who won the 100-meter race in the 1924 Olympics, belong to the second type. Paddock has run the 100 meters in 10 3/5 seconds, and H. Abraham has

made the same record three times during the last Olympic games. As the distance increases from 200 meters upward, long strides become a very important factor in the race, and the taller men with longer strides are better fitted than the shorter runners. There are, however, some short men who have made remarkable records in the middle distances. Eric Liddel, the British runner who won first place in the 400-meter run in 47 seconds during the 1924 Olympic games, represents this type. Crispin Garcia of La Union who has covered the 400 meters in 51 seconds, and in the earlier days of Philippine athletics, Ramon Manuel of Cebu, and Pedro Ablan of Ilocos Norte, are men of short stature who have made good records in the middle distance races.

It is not the purpose of this paper to discuss in detail the various technical points in connection with training methods, but simply to analyze some of the most salient features which may be of interest to those who are students and close followers of track athletics.

## THE IMPORTANCE OF "FORM"

Running, like other forms of athletics, has a well defined set of forms. There are strides, arm movements, angles of the body, and positions of the head, which are considered standards. When these accepted standards are mastered, the athlete may proceed to develop his own form of running which is best suited to his physical characteristics.

Training, especially for sprints and middle distances, requires the mastery of the following three fundamentals; the start, the stride, and the finish.

## THE START

The start: Sprinters of short stature are usually wiry and have short reaction time; they get away from their marks like a flash. Murchison, Paddock, Quintano, and Catalan are quick starters and gain a few feet over their opponents before they get to their full running strides. (See Illustration No. 2.)

Tall runners, as a rule, are slow starters, and gain momentum and speed in the middle of the course when they are in full stride. The apparent long reaction time of tall runners may be due partly to the long leverage in which the leg muscles have to work on the long bony frame-work of the thigh and leg, or partly to the longer route the nerve impulses have to travel from the brain centers to the lower extremities.

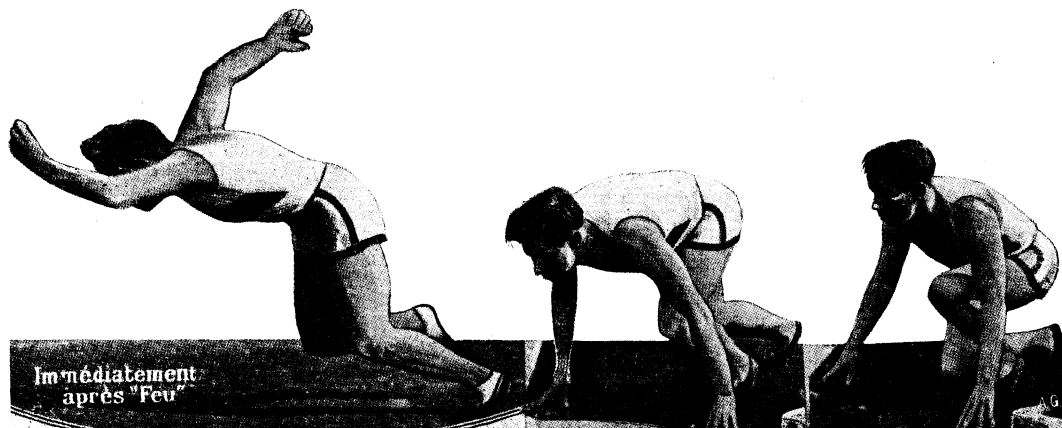


FIG. 2—CHARLES PADDOCK DEMONSTRATING HIS METHOD OF STARTING.

## THE STRIDE

The stride: Every runner should adopt a stride which is best suited for him. If he overreaches himself, he soon feels fatigued and finishes the race in a rather weak condition. If he takes a shorter stride than he is capable of, he loses a few inches at every stride and this will probably cause him to run the race in a slow time. Constant training and a close study will soon show the length of stride best suited for the individual runner. There are two important points which must be observed in connection with the study of stride. These are the high knee action, the hip movement, and the movement of the ankle. To lengthen the stride, the runner must have a high knee action and must throw his angle in front as well as move the hip to allow greater freedom of action, without necessarily making the stride a series of stiff-legged hops. In other words, it is a stride which carries the body in a smooth, sailing motion devoid of exaggerated up and down movements of the body.

Most races, particularly the short distances, are won or lost in the last twenty five meters. Many runners put all their speed and strength in the first seventy five meters in a 100-meter dash and expect that grit, determination, and stimulus from the crowd carry them through the rest of the distance. A good sprinter can keep up the speed even a little beyond the finish line.



FIG. 6—RITOLA (FINLAND) AND WIDE (SWEDEN), PROMINENT LONG DISTANCE RUNNERS. NOTE THE EASY, SMOOTH STRIDE.

— meter dash in the 1924 Olympics, and second in the 100-meter dash, breasts the tape by making a half turn, thus hitting the finish line with his side. (See Illustration 3) Harold Abraham the English sprinter who won the 100-meter dash in the 1924 Olympic games leans forward at the finish and practically breasts the tape with his chest while keeping both hands behind. (See Illustration No. 4). All the Filipino runners, with very few exceptions, throw their arms high up in the air and push their body forward as they cross the line. (See Illustration No. 5).

## THE FINISH

The finish: There are no orthodox of breasting the tape. Runners adopt the forms most convenient for them. Paddock leaps sixteen feet from the finish line and breasts the tape while up in the air. Jack Scholtz, the American runner who won the 200

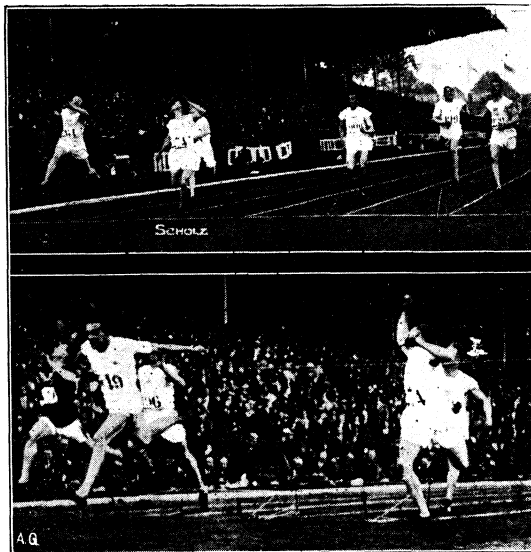


FIG. 3—FINISH OF THE 200-METER DASH, 1924 OLYMPIC GAMES. SHOWING SCHOLTZ AS HE MAKES THE HALF-TURN FINISH, AND PADDOCK AS HE EXECUTES HIS FAMOUS LEAP TO CROSS THE LINE

FIG. 4—THE FINISH OF THE 100-METER DASH IN THE 1924 OLYMPIC GAMES. SHOWING THE MANNER H. ABRAHAM, THE WINNER, AND J. SCHOLTZ, No. 274, BREAST THE FINISH TAPE.

## MIDDLE DISTANCE RUNNING

In middle distance running, starting is not of such great importance as a good stride, a good finish and a good judgment of the pace. In the 400-meter run, however, a good starter will have a decided advantage in that he secures the pole right from the start, thus running in the best portion of the track throughout the race. Many a 400-meter race has been lost because the runner did not know how to run his own race and had to depend on the other runners to set the pace for him. At times they run him off his feet and is barely able to finish the distance; at other times he finishes fresh and is still able to

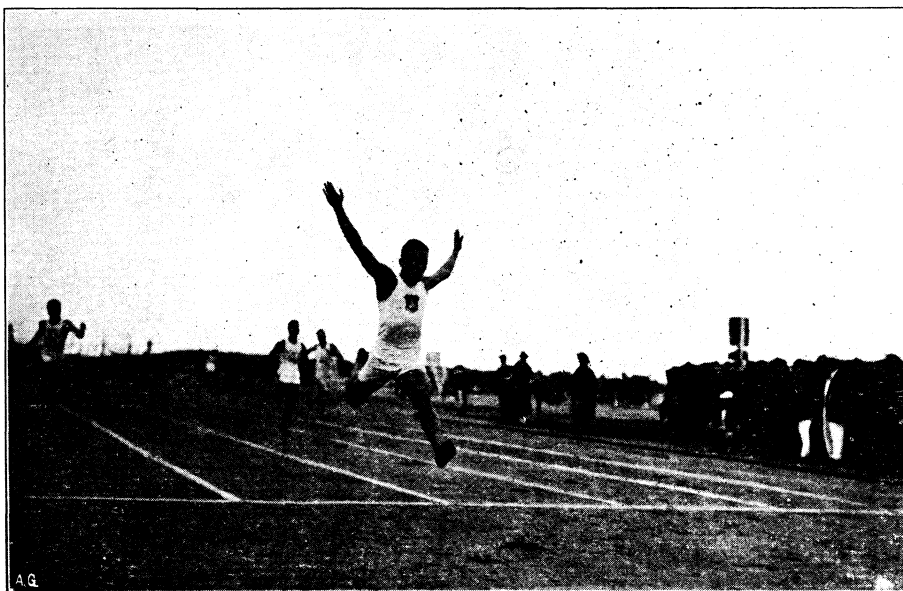


FIG. 5—F. CATALON WINNING THE 200-METER DASH IN THE 1923 FAR EASTERN GAMES, OSAKA, JAPAN.

# The Philippines from the Air

By JAMES HOECK,

*Correspondent for the New York Evening Post and the Philadelphia Public Ledger.*

## ARTICLE III.

### Touring the Southern Islands by Plane

WHILE the attention of the world has been roused by the recent flights of Commander Byrd and Amundsen over the North Pole, achievements of a like nature and easily tantamount to the newly projected flight across the Pacific have been performed frequently in the Philippines by the American Army aviators with no more than an obscure paragraph in the local dailies to herald their accomplishment. Equally as hazardous as any of the more spectacular dashes that have been made by airmen in recent years, and containing much the same element of near-tragedy, the 2000-mile round-the-islands jaunts of the Army pilots here, which are to be repeated on a more regular schedule during the coming season, have been complete chapters of penny-dreadful thrills in many instances and never altogether free of danger.

Nothing is more soothing to the senses and delightful to the excursionist than to soar over the Islands in a plane in beautiful weather, but the climate here is so changeable that storms often arise in the progress of a flight and then the experiences of a passenger are such as to make him wish he had never gone up.

Battered by three violent rainstorms, delayed twice by accidents, and after one plane of the squadron had plunged to the earth and burst into flames, two of the seaplanes manned by Army pilots returned to Manila late this spring from a cruise round the southern islands. They had encountered the worst hardships of any of the fleets sent on these tours, and, although their flight is far from typical, it is of this particular flight and its series of misadventures, that this article was designed to deal with, through the medium of the log of the pilot of one of the planes. It makes a rather lively narrative.

#### FROM MANILA TO ILOILO

Monday:—Left Camp Kinley Army Air base on Corregidor, shortly after eight o'clock in the morning on the first leg of the flight to Iloilo, the three seaplanes containing two officers each. Ships heavily loaded with gasoline, oil and spare parts and only a little space in locker in the side of the fuselage for a small kit holding a few changes of clothing. After rising above "the rock", we straightened out on a course parallel to the southern shore. Weather wonderfully clear, saw Lubang island ahead and to the right, an easy landmark to follow. Only about fifteen minutes on the way when the northern end of Mindoro loomed up across our path. The Douglas cruisers skirted this promontory and then followed the China Sea coast of the island to Mangarin Bay, where we arrived at 10 o'clock Mr. Sinclair of the Mindoro Sugar Company, who had been notified of our departure by radio, met us as we skimmed slowly to a halt near the shore, where we re-fueled. After resting no more than a few minutes we were on our way again, this time turning east for the jump across the channel to Panay. The weather held good and an hour's flight brought the Capiz coast abreast of us, as wild a coastline as any we had seen. Shortly after noon we passed San Jose de Buenavista then, flying almost due east this time, we rounded the corner of the triangular island, cutting across a beautiful and fertile point of land at the southern extremity of Panay, afterwards veering slightly to the north and flying up the coast and over the city of Iloilo, crowded on a kind of peninsula and at first sight from the air, seeming to cover as large an area as Manila. Landed at Iloilo at 1 o'clock, coming to rest opposite the Standard Oil dock. As is usually the case, our advent created quite a hubbub and, besides the Americans who met us, there was a swarm of



ILOILO, PANAY.

*Official Photograph, U. S. Army Air Service.*

Filipinos, anxious to get a close-up glimpse of the planes. The Constabulary took charge and established a guard around the ships. We were met by one or two Americans and taken up to the Club for luncheon.

Tuesday—A heavy rainstorm arising during the night prevented us from getting off for Cebu, and the party spent the entire day restlessly at the Golf Club, while the rain fell in alternate downpour and drizzle. As we turned in at night there was little prospect of the weather clearing, and we were afraid we might be interned for a few days.

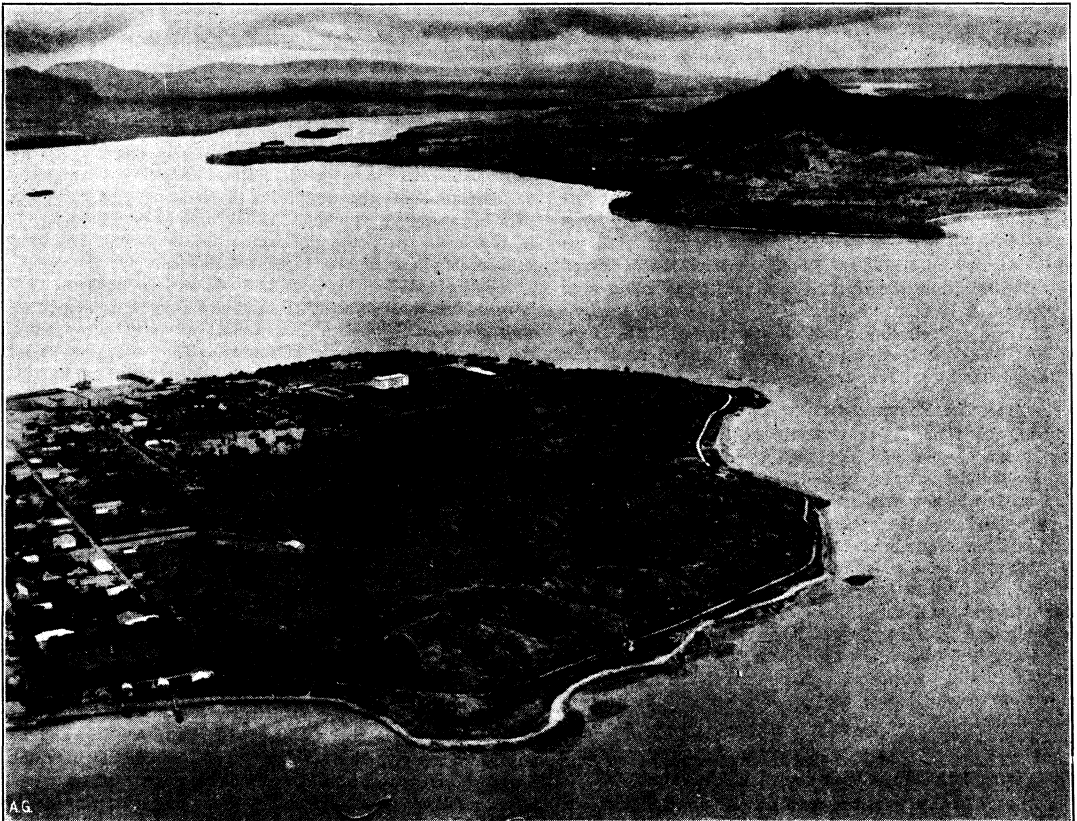
#### FORCED TO LAND AT PULUPANDAN IN A STORM—A SMASHED WING

Wednesday—Gray skies and scudding clouds greeted us in the morning. There was a light, intermittent rain, but the clouds were so high we decided to risk the flight. We got off late in the morning accordingly, and headed northeast for Negros, which we normally should have been able to see as soon as we rose above Iloilo, but the opposite coast was completely veiled in fog. We ran into a violent squall and rainstorm soon after getting out over the Visayan sea and nearly decided to turn back to Iloilo, but we kept on, buffeted by the tremendous gusts of wind and rain, and sinking down to within a couple of hundred feet above the water. The storm increasing in intensity just as we came within sight of the friendly coast of Negros, the leader of the squadron turned to the south, instead of attempting to negotiate the northern end of Negros and, with the storm increasing in fury, we groped our way down to Pulupandan and made a safe landing in the harbor there. We had covered less than a hundred miles. That night our first serious accident occurred, to add to our worries. While we were at Bacolod, visiting the Philippine-Hawaiian Sugar Estate, one of the planes, tossed about by the waves, chewed

its anchor rope and drifted towards shore. The Constabulary on guard saw the riding light moving towards shore and set out to save the plane. Before they could reach it, however, the ship was hurled against a submerged wreck and one of its wings smashed. As soon as we heard of the mishap we wired for a spare wing, but for the time being that plane was eliminated.

#### LAND AT CEBU AND TRY A DASH FOR DANSALAN

Thursday—The weather clearing up, the two planes filled their tanks and set out to continue the journey to Cebu, and if possible to go beyond and make up for the time lost at Iloilo, where we had just picked up some mail. This time we got round the northern end of Negros safely and crossed the Tanon Strait to the tip of the island of Cebu, where there is a narrow isthmus only ten miles across, saving us half an hour's flight, although a forced landing at this point would have been fatal. It gives one a ticklish feeling to fly over land in a ship with *pontoons*. In this case we made it without misadventure, turned due south and after another half hour's flying over a beautiful and almost completely cultivated coastal plane, we reached the city of Cebu, tucked in behind the island of Mac-tan and, as at Iloilo, made a successful landing alongside the docks. After dropping our mail, lunching and re-fueling, the weather looked so promising early that afternoon that we decided to make the dash for Dansalan, where we were due on this date and, little suspecting that we were in for the closest shave of the trip, we set out into the warm sun and again nosed south past the island of Bohol. All went well for nearly an hour until we began to get towards the southern end of Cebu and then we were overtaken by a storm as violent as the one which forced us into Pulupandan for shelter the day before. This time all landmarks were obliterated and we steered only



TACLOBAN, LEYTE.

Official Photograph, U. S. Army Air Service.





RUBBER PLANTATION, BASILAN, ZAMBOANGA.

*Official Photograph, U. S. Army Air Service.*

by compass. Half way across the sea that separated us from Mindanao we had to drop down to within fifty feet of the water. We were unable to see more than a couple of hundred yards ahead of us, and were afraid that we might bump into the cliffs on the Misamis coast. For once our compasses functioned perfectly and through the sheets of rain the coastline stole into view to the right of us. By hugging it closely by a hundred feet or so, we managed to keep it in sight until we reached the narrow inlet near the mouth of which is the city of Misamis. By this time the plan to continue to Dansalan over the mountains of Lanao was out of the question and, after finding Misamis, and circling about the frightened little town, picking out a sheltered stretch of open water, we made the second forced landing since leaving Manila.

#### ANOTHER FORCED LANDING AT MISAMIS

During all this time, flying through the rainstorm, none of the men, strangely enough had gotten wet. The propeller chops up the raindrops so finely that it comes back to the pilot as a thin mist, which is instantly dried off by the wind. As soon as you land and the motor is stopped, you get soaked, for there is little or no protection in the cockpit. We were not expected at Misamis. In fact, ours were the first planes ever to visit this remote town, in which there is not a single American resident, and the Filipinos all swarmed about our craft in their bancas. The Constabulary was on the job again and kept them from damaging the planes. After fixing them up as best we could to prevent a repetition of the disaster in Negros, we turned in, happy to have reached a safe refuge, but rather disheartened at the tough breaks we had met with on the trip.

#### OVER THE MOUNTAINS TO LAKE LANAO

Friday—Again the weather was none too good, but we had only a short distance to go in order to reach Dansalan and again we determined to risk it. This time we didn't encounter any severe squalls and passed up the coast to Iligan

easily, climbing all the time for our dash over the mountain pass to Dansalan, which is 2500 feet above sea level. When we had gotten up to between 6,000 and 7,000 feet altitude we turned towards the shore and flying over one of the wildest and most scenic spots in the Philippines, almost as impressive as the flight over the mountains of Northern Luzon, we breathed a bit easier on reaching the inviting Lake Lanao, and came to rest near the little piers opposite the Club. The first adventurous phase of the flight was ended.

Saturday—This day we had planned to push on to Zamboanga, but the bad weather that had dogged us nearly all the way persevered, and a heavy pall of mist, wrapped about the entire lake, held us prisoners. The rest was somewhat welcome after the strenuous week which preceded it.

Sunday—The same heavy fog held us trapped again and we spent a second day in unwilling idleness.

#### DIFFICULTIES OF GETTING INTO THE AIR—OVERLAND TO THE MORO GULF

Monday—Although the mist which blanketed the lake showed no signs of lifting and we could not even see the water from the porch of the Club fifty feet from its edge, we got out to the planes in bancas and prepared to get under way. We were exasperated with the continued streak of bad weather and wanted to be ready to take advantage of the slightest break in our favor. For more than an hour we waited disconsolately, the water dripping steadily from the wings of the plane and the little circle of lake that was visible about us, motionless under the wall of fog. Finally there came a rift in the fog, which cleared sufficiently for us to get a glimpse of a clear sky above and we started up our engines and taxied out for a start. At an elevation of 2500 feet, where the atmosphere is rarer, and loaded down with fuel, we encountered another great difficulty, the same that hindered the world fliers in getting their Douglas cruisers into the air off a smooth surface in the Bay at Kagoshima. After gather-

*(Continued on page 250)*



# Practice Teaching in Our Teacher Training Schools

By F. KAPILI

**A**LL schools and colleges offering professional courses such as law, medicine, dentistry, engineering, etc. have laboratory equipments in which all students undergo a certain period of practical training to fit them for their chosen career. Teaching is a profession. The normal course is a professional course—thus the existence of training schools as parts of normal schools.

## THE TRAINING SCHOOL AS A LABORATORY

The training schools constitute the characteristic laboratory equipment of our normal schools. The course in practice teaching should be looked upon as the central and critical element of our normal school curriculum. It is in the laboratories of all professional schools that the real test of the students' ability to put into actual practice what they are expected to do in the field after their graduation is proved. It is during this stage of the students' school life that they need careful guidance and sympathetic supervision. It can, then, be readily realized that the responsibility of those in charge of training schools is tremendous. Realizing this important role played by normal school principals and critic teachers, it becomes evident that in outlining a practical program of work for practice teaching, one must make a very careful study in order that the plan of work may be based on scientific lines. The writer does not claim that the plan to be submitted for consideration is a finished product or that it is based on an exhaustive study of the problems of practice teaching. Rather the following points, acquired through study and experience, are offered as topics for discussion and thought.

## THE PLAN

One of the standards, in connection with practice teaching, that the Bureau of Education will insist upon beginning with the school year 1926-27, according to the letter of the Director of Education to Division Superintendents of Schools dated December 24, 1925, is, "Pending the issuance of the revised four-year normal course, fourth year students shall be given a minimum of twenty weeks of practice teaching, five weeks being the minimum teaching assignment in any one subject of a grade. It is believed that the practice of giving students many short assignments in order to have them teach a variety of subjects in a variety of grades has not been conducive to efficient training for classroom work."

Following the above standard as the basis in framing a practical program of work for practice teaching, the next thing to be considered is the scope of such practice teaching. In our normal schools there is no differentiation of curricula to give specific training for teachers of primary schools and for departmental teachers in the intermediate schools. It may be mentioned here parenthetically that differentiation is already recognized in current teacher training practice. In fact this is mentioned in the "Report of the Educational Survey Commission" on pages 420 and 421. This differentiation is probably needed now in the United States, but here in the Philippines, in my humble opinion, the time is not yet ripe for the development of such curricula.

Graduates from our normal schools are likely to be assigned to teach in any grade or subject in the elementary schools. For obvious reasons students can not be given efficient practice teaching in all grades and subjects that they may be called upon to teach in the field. Therefore, to meet our local problem, it becomes vital that we give practice teaching which aims to fix principles and habits fundamental to all good teaching in any grade or subject.

## WHAT ARE THE FUNDAMENTAL PRINCIPLES OF GOOD TEACHING?

What are these principles and habits fundamental to all good teaching? The teaching process is a very complex procedure. It needs a master mind to analyze and separate into small units all the elements that make a successful teacher. This, so far as I know, no one has done. However, various attempts have been made. As a student and a follower of the

development of normal school work, I have devised, by adopting the scale in the "Fourteenth Yearbook of the National Society for the Study of Education," Part II, for measuring the efficiency of teachers, a Student Teacher Rating Card which shows and defines what these principles and habits fundamental to all good teaching are. I have grouped them under five headings and under each heading are sub-headings. These headings and sub-headings are as follows:

### I. PERSONAL EQUIPMENT including physical, mental, and moral qualities.

1. General appearance—physique, carriage, dress and personal neatness.
2. Voice—pitch, quality, clearness of schoolroom voice.
3. Enthusiasm—interest in the work.
4. Resourcefulness—ability to meet new situations.
5. Accuracy—in statements, records, reports, and school work.
6. Promptness—readiness to comply with all instructions.

### II. SOCIAL AND PROFESSIONAL EQUIPMENT including qualities making the teacher better able to deal with social situations particularly school situations.

7. Use of English—vocabulary, grammar and ease of expression.
8. Daily preparation—thorough preparation of daily work.
9. Cooperation and loyalty—attitude toward colleagues and superior officers.
10. Understanding of children—insight into child nature, sympathetic, scientific and practical.
11. Mastery of subject matter—thorough knowledge of subject matter taught.

### III. SCHOOL MANAGEMENT includes mechanical and routine factors.

12. Neatness of room—clean ceiling, walls, floor, well arranged desks; proper hanging and framing of pictures; neat and legible writing on clean boards; not too many nor too few materials displayed.
13. Care of routine—saving time and energy by reducing frequently recurring details to mechanical organization.
14. Discipline—character of order maintained and skill shown in maintaining it.

### IV. TECHNIQUE OF TEACHING, including skill in actual teaching and in the conduct of the recitation.

15. Definiteness and clearness of aim—of each lesson and the work as a whole.
16. Skill in questioning—power to provoke thought and proper distribution of questions.
17. Skill in motivating work—arousing interest and giving pupils proper incentives for work.
18. Organization of subject matter—the lesson plan and the system in which the subject matter is presented.
19. Skill in assignment—making the assignment grow naturally out of the day's work.

### V. RESULTS, including evidence of the success of the above conditions.

20. Attention and response of the class—extent to which all of the class are interested in the essential part of the lesson and respond to the demands made on them.
21. Growth of the pupils in subject matter—shown by pupils' ability to do the work and to meet successfully whatever tests are made of their school work.

## HOW SHALL TEACHING BE TAUGHT

It is believed that students trained and developed along the lines mentioned above cannot help but be successful in teaching any grade or subject in an elementary school. After knowing these principles and habits fundamental to all good teaching the next question that arises is: How should the practice teaching in our training schools be outlined so that in the course in practice teaching of a student all these principles will be exercised and ultimately acquired as habits fundamental to all good teaching?

## "CONCENTRATED" AND "DISTRIBUTED" PRACTICE TEACHING

Bulletin number 14, "The Professional Preparation of Teachers for American Public Schools," issued by The Carnegie Foundation for the Advancement of Teaching, recognizes two types of organization of practice teaching, "concentrated" and "distributed." They are defined as follows. The practice teach-

ing is "concentrated" in the sense that, during the term, semester, or year devoted to this work, it constitutes the sole or at least the chief business of the student. The work in practice teaching is "distributed" in the sense that the student teaches for one period each day, carrying other normal school course subjects at the same time. The period of practice teaching is distributed among a number of stated engagements and activities of which the actual work in teaching is only one.

The practice teaching in our training schools now is "distributed." This organization is no doubt an arrangement favorable and adapted to our present normal school curriculum. However, we must recognize the importance of "concentrated" practice teaching. In outlining the work for practice teaching we must not lose sight of this important practice of modern and progressive training schools. A combination of these two types of practice teaching is a very feasible plan.

### "GRADED" PRACTICE TEACHING

Before presenting what I consider a practical program of work for practice teaching in our training schools in line with the standard set by the Director of Education mentioned above, I wish to call attention to another type of practice teaching known as "graded exercises in practice teaching." During my visit in the different normal schools all over the United States I had the opportunity to observe this type of practice teaching. I had also the privilege of discussing the merits and demerits with the author of the plan. The originator is Dr. Hugh C. Pryer, Director of the Training School of the Northern Normal and Industrial School at Aberdeen, South Dakota. In short, the plan is as follows. The teaching situation in a classroom is divided into its component parts or units. Each unit is to be taken up and mastered as rapidly as the student's ability and time permit. They are arranged roughly, in the order in which they should be presented. The idea is to have the student teachers begin with some simple school-room exercises, master them, and then proceed using more and more difficult exercises until "responsible room teaching" is reached. Some of these "graded exercises for practice teaching" are as follows.

#### GRADED EXERCISES IN PRACTICE TEACHING

1. Keeping a record of attendance for the room.
2. Caring for cleanliness of the room.—Keeping papers, pencil shavings, etc. off the floor; keeping the blackboards clean.
3. Putting boardwork, assignments, maps, etc. on the board.—Putting different materials for class use on the board in the most effective way. Writing, arrangement, convenience for the class should be considered.
4. Care of lighting, and ventilation, in so far as they are within the teacher's control. Adjustment of windows, doors, and shades may be cared for by the teacher.
5. "Posting" the bulletin board.—Keeping current event items, notices, samples of pupils' work on the board, up to date, and arranged effectively.
6. Arranging seating.—Studying the needs of the individual children and adjusting the seats and desks to suit; placing children with defective sight and hearing in the optimum places.
7. Distribution and care of materials.—Handling materials in such a way as to save time and unnecessary wear. Caring for materials when they are not in use; effective display.
8. Gathering materials for class use and demonstration. Making maps, charts, outlines and other illustrative materials. Getting the materials from the store room and other sources. Making materials which are not otherwise obtainable.
9. Observing pupils' activities.—With a view of discovering sensory defects, habits of study, desirable and undesirable social characteristics. Study to be based on carefully worked out criteria.
10. Supervision of passing to and from the room.—Seeing that pupils pass in as expeditious and orderly manner as possible so as to insure the maximum of safety and the minimum of disorder in case of fire or other accident.
11. Beautifying the building and grounds.—Studying the situation with a view to making suggestions for the improvements and helping to carry the plan through.
12. Grading papers; following up.—Grading easy papers such as spelling, first; finally grading papers in which the answer must be "weighed" with considerable care. "Following up" to make sure that mistakes will be corrected.
13. Preparing reports. Recording grades and other data.—Making out reports on pupils' work, to principals on different phases of the school work; recording grades in permanent records, B. of E. forms 137 and 138.
14. Grading recitations.—At first the student teacher should grade recitations while the class is being conducted by the regular teacher. Finally, she should grade pupils while conducting the class exercise herself.
15. Preparation of examination and test questions.—Making out ques-

tions with the proper emphasis on thought and formal aspects.

16. Supervising study.—Not merely sitting in the room and keeping order, but teaching the pupils how to study the different subjects most effectively. Teaching use of tables of contents, indices, the dictionary and other references. How to make maps, outlines, etc.

17. Individual Instruction.—Teaching individuals as distinguished from class instruction, in such a way as to overcome their particular weaknesses. The emphasis is on helping the individual to make normal progress, not, primarily, to teach him how to study, which is a function of supervised study.

18. Diagnosing diseases.—The student teachers should know enough about symptoms of disease to tell when a child should be sent to a doctor or nurse for their examination.

19. Administration of different tests and diagnosis of individual difficulties.—Administration of different tests according to instruction. Scoring results, diagnosis of individual cases with view to recommending treatment.

20. Supervision of playground.—Directing playground activities without suppressing initiative and spontaneity.

21. Planning work.—For the day, week, or longer period, at first, in cooperation with the regular teacher. The student teacher should plan for individual instruction, supervised study, group teaching extra-curricular activities, play-ground work as carefully as for "responsible room teaching."

22. Group teaching.—Following individual instruction and involving groups of two or three, and, later, larger groups, until the teacher is prepared to handle a whole class.

23. Arranging for and conducting extra-curricular activities. Such as school programs, field meets, class parties, and field trips.

24. "Responsible room teaching."—Teaching a whole room without assistance or interference on the part of the regular teacher, demonstration or critic teachers, but under their supervision.

These exercises mentioned above should be incorporated in the outline of work for practice teaching in our training schools. The present practice of giving practice teaching in the fourth year and observation in the third year is a very satisfactory arrangement, as observation is a prerequisite to practice teaching.

#### HOW WORK IN THE TRAINING SCHOOL SHOULD BE ASSIGNED

In determining the number of weeks during a term of teaching assignment and the number of teaching terms in a school year, the basis of computation is the number of student teachers to do practice teaching and the number of classes available for practice teaching. The longer the term of each teaching assignment the better for the pupils. Frequent changes of teachers in a class is detrimental to the progress of the pupils. The welfare of the pupils of a training school should be the primary consideration in determining the policy to be adopted in administering practice teaching.

As twenty weeks is the minimum requirement of practice teaching during the school year and five weeks being the minimum teaching assignment in any one subject of a grade, we can divide the practice teaching into four terms of five weeks each. In the assignment of students to practice teaching in the different grades, female students should be assigned to first and second grades as they are better qualified than male students to teach these grades. Besides this, females are usually assigned in these grades in the field. Male students should be assigned to any grade from third to seventh. However, as much as possible they should be assigned to the grade which they are best fitted to teach. This can be found out through their third year work in observation and through consultation with them.

(To be concluded in next issue)

### Sonnet

ANONYMOUS

Upon these deeps in days remotely old,  
A daring band of Malays flung their sails  
Intrepidly. On tempests, storms, and gales,  
On ocean furies, full their valor told,  
Each gust a grave, each grave a tale unscrolled,  
A covert pathos of the tongueless wave  
For utterance sighing. O the brave  
Unnumbered dead that slumber in their fold!  
Some day a bark of light will hereward glide,  
By no one sent, whence no one living knows,  
And, breaking centuries of deep repose,  
Upgather from the sea the dead who died  
In search of it. A gleam these deeps will tear,  
And give new life to all that slumbered there.

"THE CHIEF DOCUMENT OF THE SECOND PERIOD OF THE PHILIPPINE REVOLUTION" —  
HERE PUBLISHED FOR THE FIRST TIME, OUTSIDE OF OFFICIAL RECORDS

# "The Flight and Wanderings of Emilio Aguinaldo, From His Abandonment of Bayambang Until His Capture at Palanan"

A Diary by Simeon A. Villa, a Member of his Staff

TRANSLATED BY J. C. HIXSON

First Lieutenant, Thirty-second Infantry, United States Volunteers,  
Assistant to Officer in Charge Division of Military Information, Manila, P. I.

IV

## THE PARTY HEARS FROM ITS WOMEN

**F**EBRUARY 6.—We have been informed that the mother and son of the Honorable President are at Manila, living in the house of Don Benito Legarda, and that they reached that capital long before the wife and sister of the Honorable President. We have also learned that Señor Buencamino, and Tirona, and Concepcion are prisoners of the American authorities in Manila. With reference to the wife and sister of the Honorable President and the two Leyba sisters, it is said that they went to Vigan and from there went by steamer to Manila.

On this day the Honorable President, Barcelona, and Villa sent letters to their respective families in Manila.

## A HORSE RACE AND A COURT-MARTIAL

At 6 o'clock this morning the deserted soldier Domingo Calinga arrived in this camp as a prisoner.

At 4 o'clock in the afternoon, at the instance of Señor Villa there was a race between his horse and that of the "Count of Camote." (Evidently a nick-name for some member of the staff.—J. C. H.) The race was won by Señor Villa's horse, a present to him from the Honorable President.

February 7.—Domingo Calinga, the deserter who arrived yesterday, was tried by drumhead court-martial this morning at 8 o'clock, and sentenced to death for said desertion. The execution will take place at 5 p. m. by decree of Señor Villa. The prisoner was formally notified of his sentence at 10 o'clock this morning.

(Translator's Note.—In the original copy it appears that the words "decree of Señor Villa" at the end of the last but one sentence above, was first written "decree of H. P."—the letters "H. P." being used throughout this book for "Honorable President"—and afterwards changed as they now stand.—J. C. H.)

At 3:30 this afternoon there was another horse race, in which the horses of Señors Carasco, Subido, and Cansio took part, the latter's horse winning.

## THE PARDON

At 4:30 the troops were formed to take part in the execution. At 5 o'clock sharp the criminal was escorted to the field where the troops were formed. The Honorable President, on seeing the criminal had already been carried out to be executed, at once wrote out an order of pardon, and immediately dispatched it by courier, so as to save the criminal's life. When the courier arrived at the place of execution, he found that the criminal was already blindfolded and ready to be shot. The judge-advocate, after perusing the pardon, read it aloud in the presence of all, and immediately everybody cried out: "Hurrah for the Honorable President! Hurrah for independence!" When this was over the troops retired with the criminal.

## LETTERS FROM HONGKONG AND MANILA

At midnight the Honorable President received several letters from Manila and from Hongkong, informing him of the political status of the present war and disastrous effects produced upon the enemy by our army, which is very satisfactory for our cause.

The said letters were sent by our committee at Hongkong and by Señor Espartaco, of Manila. The latter also mentioned the frenzied condition of the Manila people, who were ready to drink the enemy's blood.

## MOKE HORSE RACES

February 8.—At 11 a. m. the Honorable President received a verbal report to the effect that the Americans coming from Cauayan are going to attack us; therefore from that moment we remained on the alert, but that did not preoccupy us, and hence we had our amusements at the customary hour. At 3:30 p. m. we all went to the race course of our camp, taking along all the horses that were going to run; the first race came off at 3:30 p. m., between the horses of Señor Barcelona and Señor Cansio; it was hotly contested during the first moments and until Señor B's horse bolted off to the left without the rider being able to control him, owing to the vicious nature of the animal; on this account the judge had to declare the race off, postponing it until after the third and last race.

In the second race the horses of Señor Villa and Captain Pilar were started; Señor V's horse gained from the start and finally won.

The horses of Señors Carasco and Subido started in the third race. This race was a sprightly contest between the two horses, because they started out neck and neck, and it could not be told which would be the winner until they neared the finish, urged on by the riders; Señor Carasco's horse won.

The fourth race was between the horses that started in the first race — the one declared off by the judge; that is, between the horses of Señors Barcelona and Cansio. Señor Cansio's horse had already gained his distance even at the half-way stretch, and finally won.

Our horse-racing diversion ended at 6 p. m., all those who had attended it being satisfied.



Courtesy American Chamber of Commerce Journal

AGUINALDO IN 1899.

February 9.—The Honorable President started out at 9 o'clock in the morning to examine our outposts, being accompanied by his adjutant, Lieutenant Carasco, Señor Villa, sub-inspector of military hospitals, Captain Pilar, and a squad of cavalry; he returned about 12:30 o'clock quite satisfied over the good spirits of the soldiers.

At 4 o'clock in the afternoon, as customary, two horse races took place. The first one was between the horses of Señors Jeciel and Pilar. It was hotly contested by both horses, but Señor Pilar's horse won by a length.

The horses of Señors Gatmaitan and Cansio entered for the second race, the horse of the latter winning with great ease; the Honorable President honored this afternoon's races with his presence, as he did those of yesterday; there was heavy betting and a great deal of animation.

February 10.—Speaking of our life in this camp, it may be reduced to the following: All awaken, on the sound of the bugle, at 5 a. m., and arrange everything in order, so that at any given moment we will not have to preoccupy ourselves with anything but our defense. At 7 o'clock we have breakfast, after which each one gives his attention to the duties assigned him. At 12 o'clock we take dinner or luncheon. Afterwards we rest a little until 3 or 3:30 o'clock, at which hour the horse racing commences. At 6 o'clock we have supper.

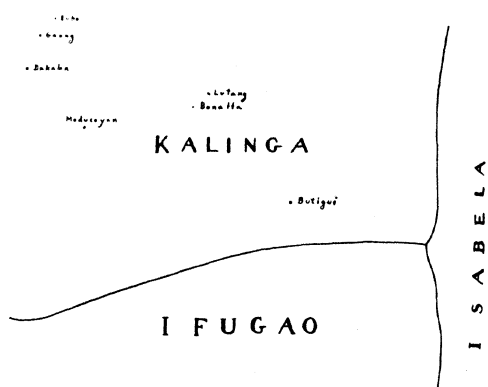
About 1 o'clock this afternoon we received, from a source somewhat trustworthy, the grateful news that our independence has been recognized by five nations, though we do not know who these five nations are, but we made the news pass from one ear to another. In spite of the fact that it was much desired by us all, we are quite bored with continually hearing this news.

At 4 o'clock the horse races came off, the first one being between the horses of Señors Jeciel and Pilar, in which Señor Jeciel's horse won. Señors Carasco and Subido entered their horses in the second race, and the former won. The horse of Subido and Villareal ran the third and last race, won by Señor Villareal's horse.

#### RUMORS ABOUT AMERICAN FORCES AND THE RETREAT TO SILI

At 9 o'clock the Honorable President received several newspapers from Manila, among them *El Progreso*, as late as the 9th of January. We also received a letter from a patriot at Ilagan informing us that in said provincial capital the hostile forces, two companies of infantry and one of cavalry, were preparing, in combination with their forces at Bayombong and Echague, for an involving forward movement toward our camp, so as to catch (they say) the Honorable President. Being informed of the plan of the enemy, he secretly conferred with V. and B., showing them the letter. Señor V., after reading the letter, then spoke to the President about the danger of our situation, saying that our camp was in the midst of three towns to which the enemy was going to come; that not only the person of the Honorable President was greatly endangered, but that they, the enemy, could also cut off our retreat; that we could not even defend ourselves, as the forces accompanying us scarcely numbered one hundred; and that the said forces were only sufficient for his personal guard. This opinion was indorsed by Señor B.; and thus the Honorable President, in spite of his insisting that we should defend ourselves, was finally convinced that we ought to leave our camp, take a course toward Abra in search of General Tinio in that province, ask that general for 500 armed men, and then once more return here to Isabela. It was then agreed that we should leave the following morning.

February 11.—Everybody woke up at 6 o'clock in the morning. There was a slight rain. We made all ready for the march, and then, at 7 o'clock, took breakfast. The rain continued, thus preventing us from starting. It was now 8 o'clock in the morning. Ten o'clock and 12 o'clock came. We took luncheon. The rain now ceased. The Honorable President then rested a little. About 1 o'clock in the afternoon, accompanied by his adjutant, Carasco, he set out for the outposts to take



a view with his field glasses. He returned about 2 o'clock and told us that some groups of animals were faintly seen at a great distance, but he could not make out exactly what they were, however he believed they were herds of animals in some pasture fields.

About 3 p. m. a man came from Ocaris, reporting that at a settlement about two hours distant by road he had seen many enemies enroute to our camp. Immediately the Honorable President gave orders for everybody to march to the settlement of the Kalingas known as Sili. We commenced the march, therefore, at 3:30 p. m., passing through the woods and some mountains. After we had traveled for nearly an hour—this is about 4 o'clock—a heavy rain fell, accompanied by a strong wind, so that we not only got wet, but also shivered from cold at the same time.

This rain never stopped until 6 p. m. when night came on. We kept up the march without halting, passing through those woods and mountain steepes. About 9 o'clock at night we reached a point where the guide no longer knew the road, and so we were undecided what to do, as we found ourselves in an unknown place.

About 9:30 we ran across two deer hunters, who thank God, knew the road to Sili, and who then accompanied us as guides. We then resumed the march, and pressed on, so as to reach the settlement quickly and be able to rest.

The road was so long that 12 o'clock and 1 o'clock at night passed by without our guides giving us any hopes of being near the place. At 2 o'clock we came to a river at the foot of the mountain steep. After crossing it we encountered a very difficult road, which, on account of its narrowness and deep mud, could not be passed by the horses, even in single file. Under these circumstances the Honorable President gave orders for us to rest and wait for daylight, which we did, sleeping among the cogon patches.

February 12.—We had breakfast at 7 o'clock. At 8 o'clock we again commenced the march in the same direction—a march without a halt, even for a moment; yet we only arrived in Sili at 4 o'clock in the afternoon. We suffered on this trip, mostly from hunger, as we never had even a bite to eat. Hunger and the heat combined caused us sick headache and nausea.

The Honorable President, considering the fact that the journey undertaken by us was a long one, and that as we left Ocaris behind we had always gone farther into the mountains and hence were now far enough away from the town of Gamu and Reina Mercedes, ordered them to immediately send here sufficient rice to provide each one of our soldiers with about 3 quarts at least, and to also send us some food in the mountains which we were going to traverse. Meantime, pending the arrival of the rice requested from the two towns, we remained in this settlement and passed the night without incident.

(Continued on page 245)

# Boy Scouts in the Philippines

BY LORENZO C. ALCANTARA  
Formerly Supervising Teacher, Bais, Oriental Negros



THE BOYS HAVING SOME FUN

**T**HE Boy Scout Organization started in England in 1884. From England, it spread all over the world, America being the first nation to follow the pioneer. The Philippines, too, realized the importance of the movement, and welcomed it to her soil.

What is the aim of the Boy Scout movement? The great aim is to build character which is generally left to chance, in many cases, with deplorable results. It aims to touch the boy physically—in the campcraft and woodcraft of the outdoor life, in order that he may have strength in after days to give the best he has to the community in which he lives as well as to the nation of which he is a part. It seeks to develop him by teaching him to observe and increase his knowledge of things far and near. It teaches him chivalry, duty, and loyalty; so that he will always be a true gentleman, seeking to give sympathy, help, encouragement, and good cheer to all about him. It teaches him life-saving, first aid, safety first methods, laying trails, etc.

Who can be Boy Scouts in this country? Boys of all classes—a boy in the town or a boy in the barrio, an Igorot, or an American, Chinese, Japanese, or Indian—any boy as long as he is willing to take up the pledge known as the Scout Oath and is at least twelve years old. The organization does not care what his religion is—Jew, Protestant, Catholic, Aglipayano,—it matters not. It cares not whether he is a boy with well-filled pockets or has to earn every cent of his living. It stands for ALL BOYS.

Colonel Theodore Roosevelt, then Honorary Vice President of the Boy Scouts of America, mentioned in a letter written in 1911, that in a fire in the city of Manila which devastated acres of ground and rendered 300 thousand people homeless, two patrols of the Manila Boy Scouts reached the fire almost with the fire companies. They reported to the proper authorities and worked for hours under very trying conditions, helping frightened people to places of safety, removing valuables and other articles from houses that were in the path of the flames, and performing efficiently, faithfully, and cheerfully, all the tasks given them by the firemen and scoutmaster.

At the Manila Carnival this year, all the troops in the city participated in two parades. There was maintained a Boy Scout Station on the carnival grounds with one object in view TO GIVE REAL HELPFUL SERVICE TO THE PUBLIC IN TRUE SCOUT SPIRIT. In this Station there were thirty-two Scouts on duty, two troops assigned for one day. A clerk was on duty all the time to keep a record of good turns and calls for service. There was also a First Aid Station where accidents were taken care of. A squad of Scout Police was maintained to patrol the grounds and see that all scouts remained on their post of duty. The boys did all sorts of good turns. "BE PREPARED" is the motto of the Boy Scouts.

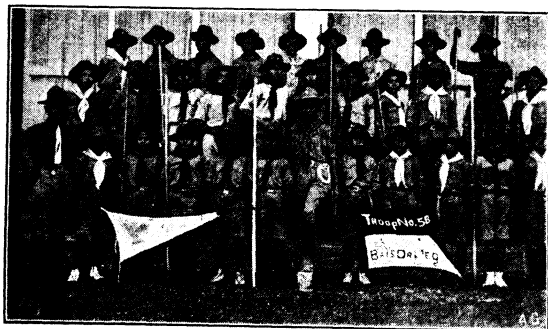
Count on the Boy Scouts if there is anything to be done when you have them in your locality. They are EVER-READY.

Our troops (a troop is composed of not more than 32 boys) are as yet too few for a country like ours. According to information from the Philippine Council for Boy Scouts, there are now sixty troops in the islands located in twenty different places, an increase of nearly 400 per cent for 1925 in both the number of troops and scouts. There are over 1,400 on the roll. The troops are in Manila, Cebu, Iloilo, Zamboanga, Baguio, Laoag, Cavite, Cagayan, Cabanatuan, Dumaguete, Vigan, Malolos, Cuyapo, McKinley, Stotsenburg, San Fernando, Lingayen, Bago, Bais, Manjuyod, and Isabela. Are you in one of these places? Is your town or school represented? We certainly would enjoy your company.

It may interest you to know what the Boy Scouts in some places have done. In 1923, troop No. 1, or the American troop, ushered at the K. P. Charity Ball, decorated graves on Memorial Day, and gave ₱20.00 to the Japanese Relief Fund. The boys made a sixteen-day trip to the southern islands covering 1,700 miles, giving demonstrations on their way. They also went on a hike covering 30 miles. The troop in Pasay, called the troop for the Deaf and Blind, gave a splendid demonstration in January, 1924, and contributed well-performed stunts during their benefit show. The Boy Scouts in Dumaguete, Bais, and Manjuyod, did all sorts of service during athletic meets—removing hurdles, preparing jumping pits, acting as inspectors, and in hundred other ways. The Silliman troop went on a hike to Luzuriaga during Christmas vacation and stayed in camp for one week. The Boy Scouts in Bais and Manjuyod elementary schools help the teachers in keeping good order. They act as policemen and as helpers.

It is regrettable that there are not more troops in the Islands. We would like to have the movement sweep the whole archipelago so that every town or school would have at least one troop. From the graduating class of 1924 of the Philippine Normal School, Manila, nine of us were under training as scoutmasters. The Superintendent of the Normal School was also trained with us. I don't know how many of us have organized at least one troop in our respective localities. But with these few men to help in the start, we are confident that in a few years to come, the scout movement will reach every barrio. It is contemplated that a well trained scout executive will be stationed in each of the three big island groups in the Philippines, thus giving the troops better supervision and instruction.

Boy Scouts are an indispensable asset for the nation. The success of a country does not depend so much upon its natural riches as upon the character of its citizens. We are numerically a small nation. From a patriotic view point, it behooves us, if we are to hold our own in the future with those around us, that we do not waste a single man, but that all should be made efficient. With the Boy Scout movement we shall be making every boy an asset to the nation, by guiding him in his leisure hours. Let us cooperate in the rapid development of the movement. Let us organize boy scouts in our schools. Let us stand for a strong efficient citizenry. The Boy Scout organization stands for this.



BOY SCOUTS TROOP NO. 58, BAIS, ORIENTAL NEGROS

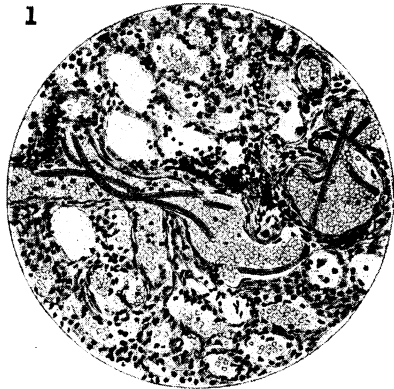
# Talks on Parasites and Some Diseases Caused By Them

## VII. *Filaria*, the Blood Worm, and Elephantiasis

BY PROF. FRANK G. HAUGHWOUT,  
*Bureau of Science.*

ONE of the most spectacular as well as one of the most disabling diseases of the tropics is that known as Elephantiasis. It is exceedingly common throughout southern and central Asia, the Malay Archipelago and many of the Pacific Islands, and cases of it are not infrequently seen in the southern United States. It is caused by a small nematode worm that inhabits the lymphatic vessels and glands. By obstructing and otherwise interfering with the action of these vessels and glands, great quantities of fluid often are caused to accumulate in the tissues and certain organs—particularly in the lower part of the body, producing a dropsical condition. In consequence the legs and certain dependent portions of the body become enormously swollen so that locomotion is seriously impeded. Other conditions are produced that call for surgical treatment. Medicinal treatment usually is without effect. While the parasite causing this disease is quite common in certain parts of the Philippines, notably in the Visayan Islands, for some reason elephantiasis seems not to be so common as it is in nearby countries. Nevertheless, cases of it occasionally are encountered.

1



MICROSCOPIC SECTION OF LUNG SHOWING FILARIAL EMBRYOS IN THE BLOOD VESSELS  
(After Manson)

### A MOSQUITO-BORNE DISEASE

Like malaria, this disease is mosquito-borne, but unlike malaria, which is transmitted only by mosquitoes of one group, *Filaria* infections may be transmitted by a great variety of mosquitoes—in fact by nearly any kind of mosquito that commonly is found in this part of the world. Accordingly, it presents a difficult problem to the sanitarian and public health worker. In countries where elephantiasis is common, the disease presents a serious economic problem for it is very disabling in its advanced stages. The writer once watched twenty-seven Tamil laborers discharging cargo from a lighter in the harbor of Singapore and noted that twenty-two of these were suffering from elephantoid enlargements of the legs. In more than a dozen instances these enlargements were so great as to seriously interfere with the movements of the men.

The development of knowledge of this disease and the organism that causes it, forms one of the most fascinating chapters in the history of tropical medicine for it enabled the late Sir Patrick Manson to demonstrate some of the most important early evidence of the transmission of infectious diseases by insects. Manson's discoveries in Filariasis, as the condition is sometimes called, came during the same period that Smith and Kilborne made their discovery of the transmission of Texas cattle fever by ticks, and Laveran, Ross and other brilliant workers of that time were telling the wonderful story of the true nature and mode of spread of the malarial fevers. The diseases which these men and others studied at that time had

long been known, but the microbic theory was still young and far from being generally accepted. These men worked, not only without precedent, but against the often carping criticism of men of standing in their own profession.

### THE LARVAE DISCOVERED BEFORE THE ADULTS

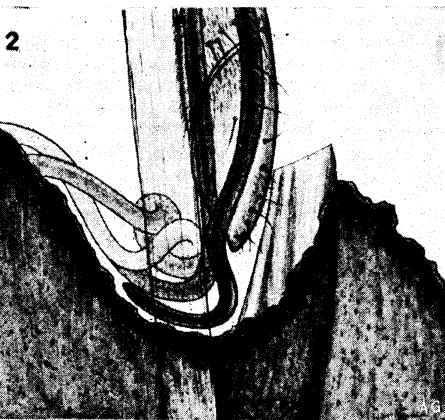
As has been said, the adult worms live in the lymphatic system, and the females discharge enormous numbers of embryos (young or larval forms) which invade the blood vessels and often are found in the examination of blood for other conditions, such as malaria and anaemia. The first recorded observation of these minute embryos, which are about one-fifth of a millimeter in length, was made, not in the tropics as might be expected, but in Paris by a French scientist Demarquay, who found them in fluid taken from a man who had come from Havana, Cuba. Soon after they were reported from South America, India, Guadalupe and Africa under similar conditions. They were first seen in the blood by Lewis in India and they then began to be associated with elephantiasis and allied conditions, but, as so often is the case with diseases of this nature, they also were found in apparently healthy persons. Lewis joined Manson in the study of these remarkable serpentine organism that wriggled about so actively in a drop of blood under the microscope, and soon realized the possibility that they might be sucked up by mosquitoes feeding on infected persons.

### DISCOVERY OF THE ROLE OF THE MOSQUITO

With the true inspiration of genius, Manson set to work on this clue. He was a busy physician whose main duty lay in the treatment of the sick; and he had many of them under his care, but like most busy men he had time for other work. His contributions to the natural history of disease placed him on a seat on the Olympus of medicine from which nothing ever could dislodge him. His discoveries in the mosquito transmission of Filariasis coupled with the work of Smith and Kilborne on Texas cattle fever, Laveran, Ross and the Italian investigators on malaria furnished the key to the control of the main scourges of the tropics, made the building of the Panama Canal possible and opened the pestholes of the tropics to commerce and enlightenment. Even more than that, did this work lead towards the reduction of the appalling mortality in the native races of these countries.

### DISCOVERY OF THE ADULT WORMS

The adult worms were not discovered until nearly twenty years after Demarquay had first seen the embryos or "Microfilariae" as they are now called. They were first seen in



YOUNG FILARIAE LEAVING THE PROBOSCIS OF THE MOSQUITO AND BURROWING INTO THE FLESH THROUGH THE SKIN  
(After Manson)

Australia by Bancroft, after whom the parasite was later named, and they were also seen in Calcutta by Lewis and also by Bourne. The females, were found to measure fifty to sixty-five millimeters in length, while the males were smaller, measuring only twenty-five to thirty millimeters in length.

The eggs are, of course, very minute. They have no true shell, the ovum being covered with a thin membrane which ruptures at birth so that the embryos immediately appear in the circulating blood, all ready to be taken up by a mosquito. They are very plentiful in the blood capillaries of the lungs and also are found in the vessels of the liver, kidneys, spleen, brain, glands, bone marrow and other parts of the body. The length of life of the larvae in the blood is not known, but they seem to die rapidly in the blood-vessels of the kidneys.

Roughly speaking, these microfilariæ are found in the peripheral blood only during the night. Therefore, it is customary when such an infection is suspected to examine the blood after nine o'clock in the evening. However, in certain places, notably the Philippines, the microfilariæ are found in the circulating blood in the daytime as well as the night. Several explanations have been advanced to account for this curious phenomenon, but none seems to meet all the conditions. One experimenter succeeded in reversing this periodicity by making the patient sleep in the daytime. In the Fiji Islands, the conditions are the same as in the Philippines, the larvae being present in the circulating blood at all times. However, Bahr, who studied the disease there, found that Indian immigrants who had acquired their infections in India continued to show the nocturnal periodicity during their stay in Fiji, while if an Indian acquired his infection in the Solomon Islands, the microfilariæ (larvae) were non-periodic.

To the layman the pursuit of knowledge bearing on microscopic parasites often seems a dull and prosaic business. However, under the powerful lenses these minute organisms become enormously enlarged and they often present a very formidable appearance to the onlooker. The details of the developmental metamorphosis of *Filaria*, are quite intricate, but some idea of the principal stages and of the impression they produce on even the trained scientist may be gained by reading Manson's own account—or rather a portion of it. He was seeking the details of the life cycle of *Filaria* in the mosquito and to that end had dissected mosquitoes under the microscope after they had been allowed to suck blood from a patient infected with *Filaria*. He tells of what he saw in the following account:

#### MANSON'S OWN STORY

"If attention be directed to the microfilariæ in the thickened blood, it will be seen that many of them are actively engaged in endeavoring to escape from their sheaths. The diffused hæmoglobin [blood pigment] has so thickened the blood plasma [fluid portion of the blood] that it has become viscid, and holds, as it were, the sheath. The change in the viscosity of the blood seems to prompt the microfilariæ to endeavour to escape from their sheaths. They become restless, as if excited. Alternately retiring towards the tail end and then rushing forward to the head end of the sheath, the imprisoned parasite butts violently against the latter in frantic efforts to escape. After a time, the majority succeed in effecting a breach and in wriggling themselves free from the sheaths which had hitherto enclosed them. The microfilaria now swims free in the blood, the character of its movements once more undergoing a remarkable change. Hitherto, though active enough in wriggling about, the parasite did not materially change its position on the slide; but now, having become free, it moves about from place to place—locomotes, in fact. If we dissect a mosquito at a somewhat later period after feeding, it will be found that the stomach of the insect, though still full of blood, contains very few microfilariæ, although their empty sheaths can be seen in abundance. If, however, we break up with needles the thorax of the insect and tease out in normal salt solution the muscular tissue, we shall find that the microfilariæ, after discarding their sheaths, have quitted the stomach and entered the thoracic muscles of the insect, among the fibres of which they are now moving languidly. By a course of serial dissections of filariated mos-

quitoes we can ascertain that in the thorax of the insect the parasite enters on a metamorphosis which takes from twelve to twenty days (longer or shorter, according to atmospheric temperature) to complete—a metamorphosis eventuating in the formation of a mouth, of an alimentary canal, and of a peculiar trilobed caudal end, as well as in a relatively enormous increase in size . . . . . and activity of the young parasite. The filariæ now quit the thorax.

"A few find their way to the abdomen, where . . . . . they may occasionally be seen in the tissues around the stomach, and even among the eggs at the posterior part of the abdomen. The vast majority pass forwards . . . . . and entering the head, coil themselves up close to the base of the proboscis . . . . . The parasites remain in this position awaiting an opportunity to enter a warm-blooded vertebrate host when the mosquito next feeds on such. This they appear to do by penetrating the thin membrane that unites the labella to the tip of the proboscis and so passing on to the surface of the skin, which they penetrate in the neighborhood of the puncture made by the mosquito . . . . . Apparently the filariæ in some instances can discriminate between flesh and vegetable, for in mosquitoes fed on bananas the parasites had not been deceived into passing into so inhospitable a medium: up to forty days after the insect was infected, and after many meals of banana they could still be found coiled up in the head or stretched out in the labium. Probably heat and moisture play a part in this respect . . . . ."

Much remains to be learned about this interesting parasite. Very little is known of its development in the body of its human host. There still remains to be answered the question why the larvae appear in the circulating blood only at night in some countries while in others they may be found at all times. It

(Continued on page 244)



ELEPHANTIASIS OF THE RIGHT LEG CAUSED BY FILARIA, IN A WOMAN LIVING IN TAYTAY  
(After Nichols in Philippine Journal of Science)



# Philippine Ploverlike Shore Birds

BY RICHARD C. MCGREGOR,  
Ornithologist, Bureau of Science



*Drawing by M. Lipaya*

PACIFIC GOLDEN PLOVER, SHOWING SUMMER AND WINTER PLUMAGE

**P**LOVERS, sandpipers, godwits, curlews, and snipes are the best-known shore birds and together with several little-known forms constitute the order Charadriiformes. The bulk of the species are either ploverlike or snipelike. In the ploverlike birds the bill is straight and shorter than the head; the basal part is soft and smaller than the hard distal third. In the snipelike birds the bill is long, slender, straight or curved, nearly uniform in size, and more or less soft for its whole length. The following description is true of nearly the whole order; the exceptions are mentioned in connection with the various genera:

The gape is small. The nostrils are pervious. The wings are long, flat, and pointed. The tail is short and inconspicuous. The legs are long. The hind toe, if present, is small and elevated. The front toes are unwebbed, webbed, or lobed.

Birds of this order are rather plainly colored and are largely white, gray, brown, and black. They fly rapidly, and many of them migrate long distances. Most of the species feed along the seashore, often in large flocks on tide flats; others prefer fresh water and live on the shores of lakes or along streams. A few will be found on marshy ground such as wet rice fields. Insects, worms, and small crustaceans constitute their food.

The eggs are deposited on the bare sand, gravel, or ground and are well concealed because of their spotted shells. The eggs are large; very blunt at one end and much pointed at the other, so that the egg is top-shaped and the four eggs, with pointed ends in the center, occupy a small circle. The newly hatched chicks are fully covered with down and run about at once.

This order includes many species, and over forty of them are found in the Philippines; several are fine game birds, and nearly all of the shore birds are excellent for food.

## THE MIGRATION OF BIRDS

Birds, because they can fly, are able to move more quickly and over greater distances than any other animals except fishes. Nevertheless, the individuals of many species wander but a few kilometers in any direction and move about only in search of food. There are many species in the Philippines that are quite able to fly from one island to another. For example, the large hornbill, or calao, of Luzon could fly to Mindoro but it never does so, and there are other kinds that we can be sure do not move from one island to another.

Some species do travel long distances, but such journeys are undertaken at a certain season and the same individuals return at another season. This round trip is undertaken every year—north in the spring and south in the fall. Such birds are said to be nonresident, or migratory.

The gray plover is a good example of a migratory species. Individuals of this species nest on the Arctic coasts of America, Russia, and Siberia. In late summer they gather into bands, or flocks, and in company start south. At places they must pass over wide seas. At favorable localities they stop to feed, and some of the birds drop out here and there along the way, but others continue flying until they reach New Zealand, Brazil, and the Cape of Good Hope. In the spring a reverse migration takes place, and the birds reach their summer homes in time to nest again.

Migration is not a phenomenon exhibited only by large birds or small birds, by land birds or water birds, or by birds of any one order, family, or genus. However, a large percentage of the species of shore birds migrate, and in the Philippines the migratory shore birds are greater in number of species than all the other migrants. As the shore birds are gregarious in their winter home they are more conspicuous than the migratory land birds, which do not remain in flocks after they arrive in the Islands.

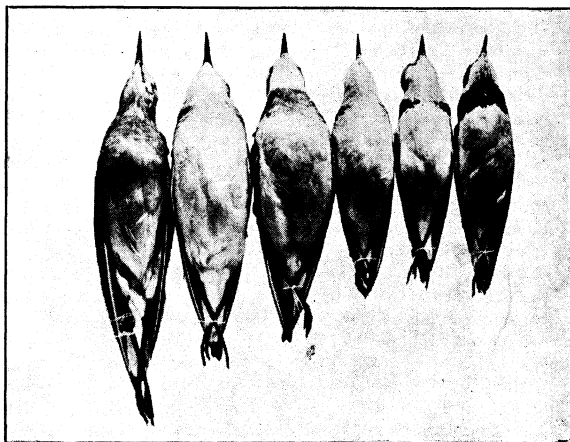
No one knows why birds migrate or how they find their way north and south. The northern movement may be stimulated by the breeding instinct, although no one knows why these birds do not nest in their winter homes. The southern movement may be due, in part, to the decrease in temperature and consequent failure of the food supply.

## MEASUREMENTS OF BIRDS

In the descriptions of some species it is necessary to give certain measurements; the special ways in which these are taken are as follows:

"Length," or "total length," means the distance from the tip of the bill to the tip of the tail. This can be taken only roughly from a preserved specimen and is not of much use except to convey a general idea of the size of a bird. To take the length of a fresh specimen place the bird back down on a table, hold the head or the bill in one hand, hold the legs (not the tail!) in the other, and extend the bird gently.

"Expanse," or "spread of wings," is found by holding the wings, one in each hand, and extending them until their anterior borders are approximately in a straight line. In other words, make the wings reach as far as they can. The expanse is the distance from the tip of the longest feather of one wing to that of the other. This measurement is of little value and is seldom recorded. In very large birds, such as albatrosses, eagles, and herons, it may be of some interest. The important measurements can be taken from either a fresh or a dry specimen and are the following:



*Photo by Bureau of Science*

SMALL PHILIPPINE PLOVERS OF THE GENUS CHARADRIUS  
From left to right: Eastern dotted, larger sand plover, Mongolian plover, Kentish plover, Malay sand plover, little ringed plover.



**Wing.** Place one point of a pair of dividers behind the distal joint of a wing and the other at the tip of the longest feather. This gives the length of the wing, usually called "wing." As the wing feathers are more or less curved this measurement is really the chord. To get the actual length it is necessary to use a tape or else to flatten the feathers against a ruler. Perhaps it is best to do this, but in small birds I have been unable to measure the actual length of wing with good results.

**Tail.** Place one point of the dividers at the base of the tail, or where the stiff feathers seem to join the body; the other point should clear the longest tail feather. Birds in worn plumage will yield shorter wing and tail measurements than those in fresh feather.

**Bill.** The ridge, or highest median line, of the bill is the culmen. The chord, not the actual length of the culmen is measured. This is the distance in a straight line from the tip of the bill to where feathers join the bill (exposed culmen) or to where the bill joins the skull (culmen from base). In some birds "bill from nostril" can be measured better than culmen; this is the distance from a nostril opening to the tip of the bill. The distance from the corner of the mouth to the tip of the bill is "bill from gape." The depth and the width of the bill, at nostrils or at base, are useful in some kinds of birds. Parrots, hawks, and owls have a band of skin across the base of the bill. This is the cere. In such birds "culmen from cere" can be measured.

"Tarsus" is the length of the bone between the toes and the next joint above.

**Foot.** The various toes, with or without claws, also are measured. In fresh specimens the toes can be straightened, and in small birds even the dry toes of an old specimen may be straight or can be extended with the finger so as to give a fairly good measurement. In an old dry eagle, heron, or other large bird the toes are usually curved and hard so that it is useless to measure them.

In the majority of birds the four toes are attached to the foot at the same level, so that they afford a four-way support on a flat surface. In several groups the hind toe is attached at a higher level than the other toes and is said to be "elevated." In a bird with elevated hind toe the claw of that toe may touch the ground or may be quite clear of it. This character helps to distinguish some groups of birds that otherwise look as if they were closely related.

Metric units of length are now used by all ornithologists, and unless otherwise indicated measurements are to be read as millimeters.

#### THE TURNSTONES

The turnstones are plump-bodied shore birds about 20 to 25 centimeters long. The bill is sharp and shorter than the head; the culmen is nearly straight, the exposed part about 22 millimeters long. The legs are stout and moderately long; the tarsus is a little longer than the culmen. The turnstones are somewhat like plovers; but the outline of the bill, both above and below, is nearly straight, and the toes are without webs.

There are three species of turnstones, one of which, *Arenaria interpres*, breeds in northern Europe and Asia and in winter moves as far south as New Zealand. This is the species that visits the Philippines. The plumage is more variegated

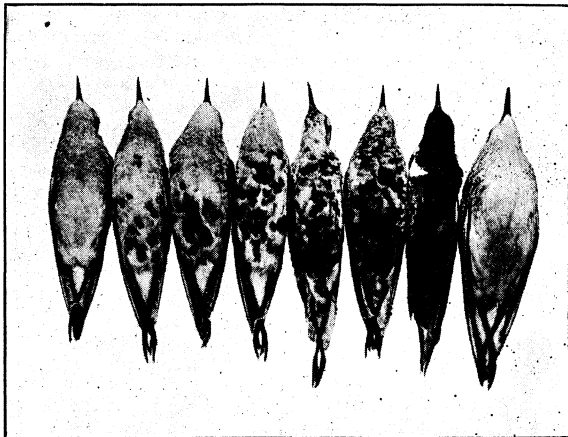


Photo by Bureau of Science

#### LARGE PHILIPPINE PLOVERS

First bird at right, a gray plover in winter plumage. Second bird, a golden plover in summer plumage, from Alaska, in June. The others, golden plovers from the Philippines showing gradual change from summer to winter plumage, September to December.

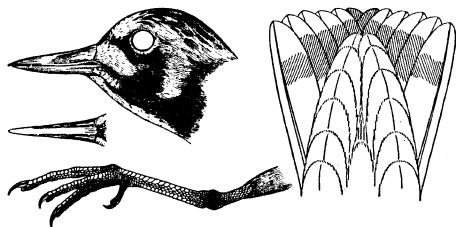
than that of most plovers. The upper parts and the wings are mostly black, white, and hazel or cinnamon brown. The back is white. The tail is black and white. The lower parts are white, except a large black area on the lower throat. The legs and the toes are bright red.

#### THE PLOVERS

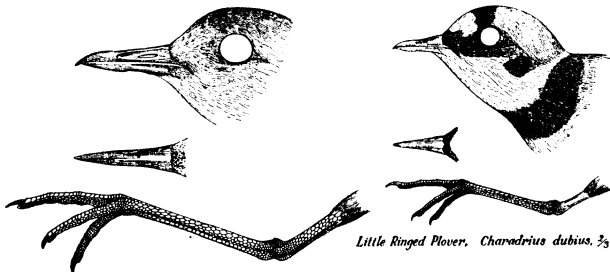
The plovers are distinguished by a slender, nearly straight bill, shorter than the head, the basal part soft and straight; the terminal portion hard and enlarged, the outline, above and below, curved. The bills of plovers and of pigeons have a strong resemblance. The neck is short, and the legs are moderately long. Plovers feed along sandy or muddy sea beaches, occasionally in large flocks. Some species live about lakes or along rivers. The wrybill, of New Zealand, is a small plover remarkable in that its bill is bent to one side so that the bird is able to catch insects concealed under the edges of stones.

The Philippine plovers belong to four genera.

(Continued on page 242)

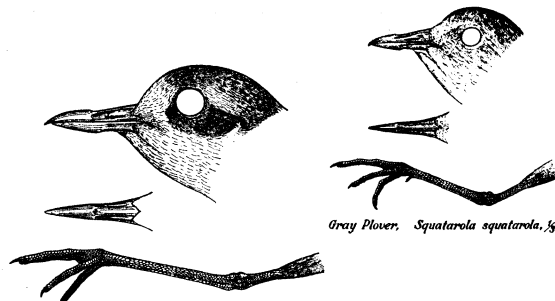


Turnstone, *Arenaria interpres*,  $\frac{2}{3}$

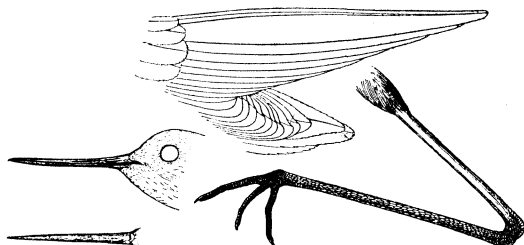


Little Ringed Plover, *Charadrius dubius*,  $\frac{2}{3}$

Pacific Golden Plover, *Pluvialis fulvus*,  $\frac{2}{3}$



Gray Plover, *Squatarola squatarola*,  $\frac{1}{3}$



White-headed Stilt, *Himantopus leucocephalus*,  $\frac{1}{3}$

Larger Sand Plover, *Charadrius leschenaulti*,  $\frac{2}{3}$

# Shakespeare—The World's Supreme Genius

WILLIAM SHAKESPEARE is the greatest of English poets and dramatists, and according to most critics the greatest literary genius the world has ever known. Of his life comparatively little is known, for his own age did not regard him as a supreme genius and made no attempt to keep the record of his sayings and doings; but today the world would give much for such a detailed account of him. There is, however, a certain fitness in the scantiness of the knowledge about him. It seems to confirm his right to the place apart from and above the world of petty affairs to which his genius has elevated him.

"Others abide our question, Thou art free.  
We ask and ask. Thou smilest and art still,  
Out-topping knowledge,"

wrote Matthew Arnold; and while books without end have been written about Shakespeare and his works, no critic has ever felt that he has exhausted his genius. For he was but a poor country boy, not well educated according to the standards of his day; yet he produced plays in great number which each generation of readers finds more wonderful than the last.

Shakespeare was born at Stratford-upon-Avon, Warwickshire, in April 1564. The exact date of his birth is unknown, but since it was customary to baptize babies when they were three days old, and he was baptized on April 26, there is reason for regarding April 23 as his probable birthday. His father, John Shakespeare, was a glover, but he seems also to have carried on a prosperous trade in meat, leather, corn and other agricultural produce; his mother Mary Arden, was a farmer's daughter of Wilmcote, and it seems probable, from certain documents to which she affixed her "marke" instead of her signature, that she could not write her own name.

Of such a family, in a village which lies in the center of one of England's most beautiful regions, William Shakespeare was born, the third child and eldest son in a family of four sons and four daughters. Since his father was well-to-do, it is probable that the boy attended, between seven and fourteen, the grammar school of Stratford; somewhere, certainly, he picked up that "small Latin and less Greek" which Ben Jonson declared him to have possessed. But books were not his best teachers. The men and women around him, whether they were of high or of low estate, were to him volumes of absorbing interest, which he read eagerly and intelligently. For how else could he have made himself, what he undoubtedly was, the greatest master of the mysteries of human nature that has ever lived? The beauties of the world about him, too, he saw with observant eyes; and every "winking Mary-bud," every "morn in russet mantel clad" which left its picture on his heart and brain lives for his readers in his works.

It seems probable that when William was about fourteen his father lost his property and his official position, and that the boy had to leave school and help support the family. What his occupation was is unknown, but it seems to have been lucrative enough to have warranted him, at the age of eighteen, in marrying Anne Hathaway, a woman eight years older than himself. A daughter, Susanna, was born to them in the next year (1583), and two years later twin children were christened Hamnet and Judith.

In 1585, or thereabouts, Shakespeare quitted Stratford, leaving his family there. Various theories have been invented to account for this move. Some critics believe, because there are numerous ironic references to marriage in the plays, that Shakespeare's own marriage as an unhappy one; but in just the same method it might be proved that his marriage was singularly happy, for he paints more than one picture of happy married life. The most plausible theory is that Shakespeare, still a youth of twenty-one or under, got into difficulty with Sir Thomas Lucy, a local magistrate, by reason of some pranks, and felt it safest to leave.

However that may be, it is certain that in time he drifted to London and joined himself to a company of players. What he did at the outset is not known—probably he served in some very minor capacity and only later began to act unimportant parts. One thing, however, is evident: in Warwickshire he

had been a countryman, with all sympathy for the quiet rural life about him; in London, just as surely, he became a part of the life of the time, grasping every detail of the stirring happening about him and storing it up for future use.

In 1592 appeared a reference to him in a pamphlet by Robert Greene, a popular playwright—a spiteful reference which shows that Shakespeare had become successful enough as an adapter and writer of plays to rouse envy. The years that followed brought him honor, the friendship of such men as the learned Ben Jonson and the Earl of Southampton, and a considerable measure of financial success, but not the supreme fame which later generations have conferred upon him. He himself seems to have looked upon his work as merely transient, for he made no attempt to preserve it or to collect it.

Financial success was grateful to him for one special reason. He became a shareholder in at least two of the most important theaters, but that was not the end of his ambition. All through his busy London life he cherished the desire to return to his native town and lead the life of a country gentleman. In 1597 he bought New Place, the finest house in Stratford, and some time later he added to his estate a considerable tract of farm land. His visits to the town became more and more numerous and about 1611 he left London permanently and retired to Stratford.

The remainder of his life passed quietly with his family, and so far as can be known he wrote no more plays. In January, 1616, he made his will, in which he left to his wife the "second best bed, with the furniture." This curious bequest may by no means be taken to mean that his wife was not provided for, as by law she would have dower rights in his property.

Shakespeare died on April 23, 1616, of a fever which may have been the result of unsanitary drainage conditions in and about Stratford. He was buried in the chancel of Stratford church, and over his grave was placed a slab inscribed with the doggerel lines now famous the world over:

"Good frend, for Jesus sake forbear  
To digg the dust enclosed heare;  
Blest be the man that spares these stones,  
And curst be he that moves my bones."

That Shakespeare himself wrote these lines, as tradition asserts, there is no proof and certainly they are woefully inadequate as the epitaph of the world's greatest poet. Later a monument with a bust was set up on the chancel wall.

Anne Hathaway survived her husband for seven years, and his youngest daughter, Judith, wife of Thomas Quiney, lived until 1661.

Though we have no biography of Shakespeare left by his contemporaries, we have what is almost as valuable—a record of the impression which he made on one who knew him well. The dramatist Jonson, whose jealousy might have blinded him to some of Shakespeare's good points, wrote enthusiastically of him, as follows:

"I loved the man and do honor to his memory, on this side idolatry, as much as any. He was indeed honest, and of an open and free nature, had an excellent phantasy, brave notions and gentle expressions."

Why is it that readers, not only in his own country but in others as well, have acclaimed Shakespeare the world's supreme genius? Anyone who will read his plays carefully will find the answer to this question without difficulty. First of all, he is the *universal* poet; he wrote not for one race and time, but for all, because he dealt not with transient phases of life and thought but with the deep, underlying truths. No one can read his works without finding set forth there the problems, fears and hopes that make up his emotional life. No one can read his plays without finding his outlook on life broadened and his insight into human existence made keener.

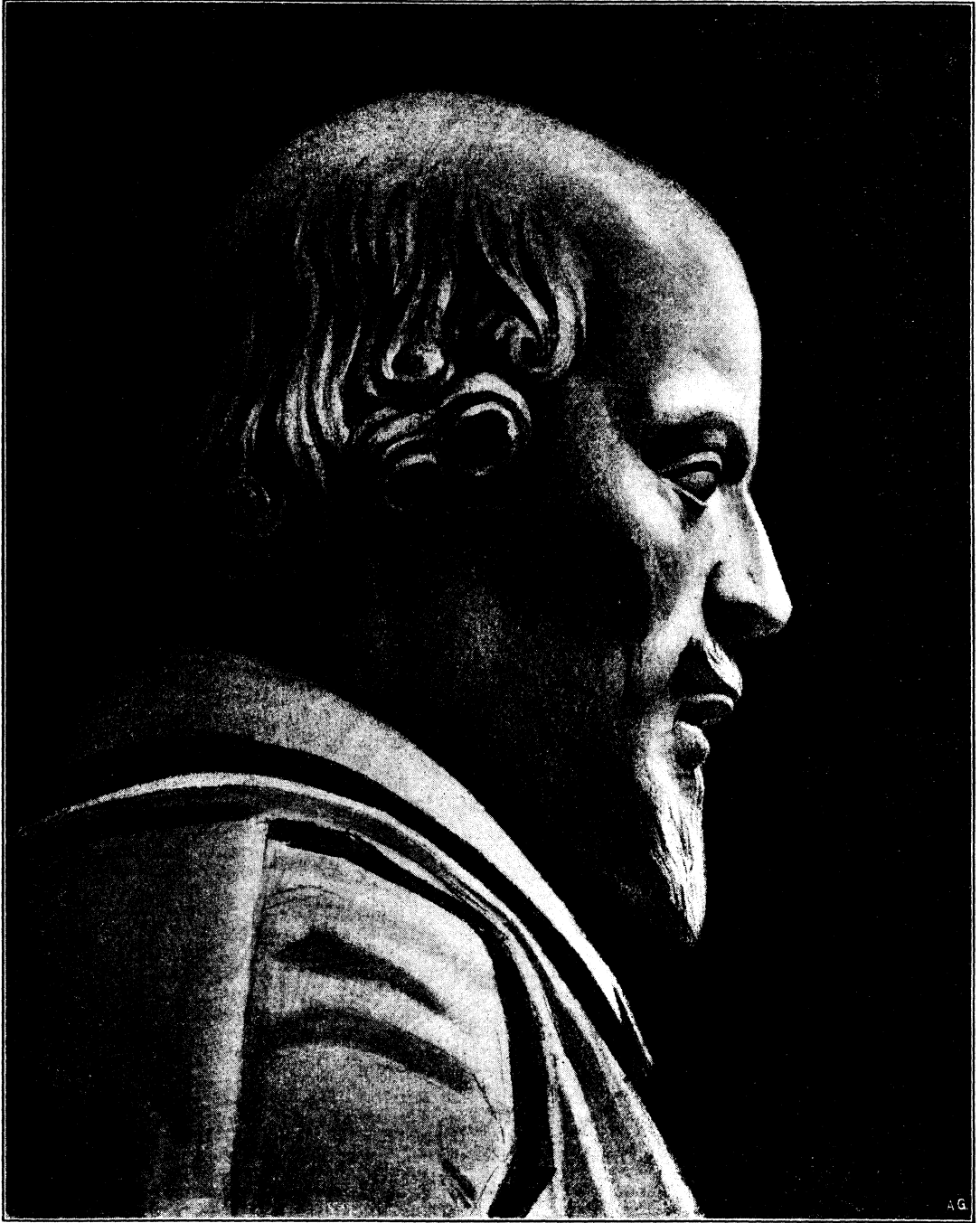
In addition, he is the greatest master of the English language, using more than twice as many words as the second greatest writer; while the variety of his style is as remarkable as his command of words. His sailors talk like sailors, his kings talk like kings; and the fact that he can present in most realistic style the very dregs of society does not prevent his rising at times to the very heights of pure poetry.

*The World Book.*

# The World's Ten Greatest Educators

**T**HE late Charles W. Eliot, one of the most renowned of American educators and for forty years president of Harvard University, has made the selection of these ten men as the world's ten greatest educators.

Dr. Eliot suggested that a careful reading of the lives and works of these men would give any man or woman a liberal education.



IV SHAKESPEARE  
The bust at Stratford on Avon seen in profile.

*Drawing by Pablo Amorsolo.*

To a literature already enriched by romance and adventure, Shakespeare brought insight and reality. He revealed life and human nature fundamentally, and the philosophy and psychology that we find in his plays ring true today. Shakespeare is a great educator because he is a great teacher, always "holding the mirror up to nature" for us. His style and vocabulary have permanently influenced our language.

# Tales From the Jungle

Collection of Stories of the Non-Christian Tribes of Southern Palawan

RETOLD BY DR. ALFRED WORM AND EMERGENCIANA CINCO

*Illustrated by Pablo Amorsolo*

## The Cry of the Kalao



**H**ER face buried in her hands, choking with heart-breaking sobs, Asa sat in the shade of the kamachili tree, fragrant with flowers. Behind her, leaning on his bodjac, (spear), stood young Karami, his eyes dark filled with hatred, his brain feverish with the thought that tomorrow Asa would be lost to him forever.

All around them nature had burst out in the beauty of spring-time. The long, deadly dry season was conquered by the first life-giving rains. Clad in their new spring garb, the trees and shrubs were showered with beautiful flowers and the sweetest perfume penetrated the air.

Love everywhere!

Everything breathed love and happiness, except two broken hearts, and deeper was the sorrow they felt for all the glory

around them.

Tomorrow, Asa, the young, the beautiful Tagbanua girl, would be the wife of Aematan, the ugly, mean-hearted son of Ugatan, chief of the tribe of Igan-igan, a settlement on the Cadamon river, far down south, on the island of Paragua (Palawan).

There was no escape from this calamity, as it was the order of Ugatan the chief of the tribe, and his word is law. To escape was unthinkable as both would soon be caught, and the penalty would mean death.

"Let us flee," cried Asa, rising violently from her seat and clinging to her lover, "better dead than a life with Aematan, whom I hate, hate, hate more than the sight of Anibon (Cobra)."

"Asa," Karami caressed her, "life means death for me from tomorrow. But you must not die. Ever after when my heart has turned to stone, the sight of you will be balm for it. The rest of my life shall be devoted to watch over you that no harm befall you. For myself I do not ask anything any more."

"Oh, why am I beautiful that the eyes of that man must fall on me?" moaned Asa, "I will scorch my face with the burning embers of the fire, cut my hair, and break my white teeth to look hideous; then this beast will not want me anymore."

Horror befell Karami, for he was a son of the tribe, and had witnessed performances such as that threatened by Asa. He remembered when another girl of his tribe had disfigured herself to escape an undesirable marriage.

"Asa," he said, "do not speak like that. Aematan would marry another girl and you would only spend the rest of your life in repentance and suffer the ridicule of the people."

"Go, Karami!" she ordered with flaming eyes, "go, never to return. You also are like the rest of the men. The good looks, that is what you men marry. If I was disfigured, you also would jeer at me. Go Karami! Your love is not ripe for sacrifice. Go!"

Karami tried to soothe the hysteric girl he loved, but the wild blood of the primitive jungle creature would not listen, and she fled before he could prevent it. He could not follow her openly, as she was the promised bride to the son of the chief.

With heavy heart he returned to the settlement. There all was life and bustle. Many guests had arrived to witness the marriage of beautiful Asa to the son of the chief. The dark, soulful eyes of many a shapely girl followed the figure of young Karami, as the strode by them, erect, powerful, good to look at, and a skillful hunter. Sympathy was with Asa and Karami, as Aematan was much disliked, but the chief had decided so, and thus it must be.

Asa had not returned to the settlement, but followed a small trail winding along upstream, till she came to a small and lonely grass-hut.

"Oh, Lanahata," she called, and an old, white haired woman with a kind face, leaning for support on a cane appeared. Asa ran up to her, and falling on her knees buried her face in the folds of the dress of the woman, and cried bitterly. Sympathetic Lanahata looked down at her, nodding her head with a wistful smile.

"Asa, it is late, go back at once and send Karami here immediately. Be of good cheer, Lanahata will help you."

"But I can not tell him, I sent him away," wept Asa, and told the old woman what had happened that day between them.

"Karami loves you. He is waiting for you. Go at once."

With beating heart and new hope Asa ran back to the settlement. If there was anybody who could help her, it was Lanahata, the wisest of the chief's council. In the family and public life of the pagan Tagbanuas, women take an active part, and thus are a pleasant contrast to the life of the women of the Moros, who have no such privileges. Lanahata was always consulted before an important step was taken by her people. In the affair of this wedding the arrogant Aematan had persuaded his father to neglect this custom, and Lanahata resented it, and had decided that chief Ugatan and his worthless son should receive a lesson.

Asa slipped unobserved to the back of the hut where Karami lived. He sat on the steps of the little ladder which led up to the hut, when the sweet notes of the Twuis-twuis sounded in his ears and woke him from his mournful revery. Once... twice.... and again. Carefully he looked around for spies, then he disappeared in the brush. Asa slung her arms around his neck, smiling.

"You have not forgotten the song of the little bird?" she asked, "It is long since we called each other thus when lost picking berries."

Karami looked puzzled at her. What made her so happy? What had happened? Could it be that after all.....?

"Go at once to Lanahata, Karami," she smiled.

Karami did not wait for another explanation when he heard the name of Lanahata, but ran to the house for his spear, and sped along the trail along the river.

"Good luck Karami, and..... to me too," Asa called after him with a happy, hopeful smile, as she broke off a bunch of newly opened flowers and leaves from the pandakaki-tree, to put in her hair.....

**T**HE hour of the wedding drew nearer. The sun sank beneath the western horizon, and the big log-fires around the immense trunk of the talocon-tree were already lighted and the large flames cast their radiance in a wide circle. All grass and brush under the tree had been cleared away to make room for the festivity. The ceremony to wed Asa to Aematan was to take place here. Dancing, playing, eating and the booming of the gongs passed the hours away till the time should arrive.

In the center of the circle, at the foot of the talocon-tree, sat Asa with Aematan, chief Ugatan and his council, among them Lanahata. With cynical eyes Aematan scanned the faces of the young men to detect Karami, but he was not here. The jealous fool, thought Aematan, and looked wondering at the smiling face of the girl soon to be his wife. What had happened? he thought. Was she really glad to marry him, Aematan? Had Asa and Karami quarreled?

The wedding dance of the men with shining bodjacs and tokaos, (bolos) and girls with garlands of wild flowers, was over, and the wedding ceremony was to begin.

It is customary among the Tagbanuas that the chief performs the rites, but as in this instance it was the son of the chief who was affected, the oldest of his council was called upon, and this was Lanahata.

Supporting herself with one hand on her cane, she made a sweeping gesture with her other arm to command silence and attention.

A young man and girl appeared and approaching the couple to be married, and placed a plate of cooked rice in front of each. Asa and Aematan sat facing each other in front of the rice. Lanahata seated herself between them. At her command, Aematan took some rice from his plate and rolling it in a ball gave it to Lanahata. This, according to the ancient ceremony, should have been done by Asa, but at this moment everybody sprang frightened to his feet, while Lanahata, quick and unseen, overturned the two plates with rice.

"Ka-a-au, Ka-a-au, Ka-a-au," sounded the harsh cry from the top of the tall tree, and this had startled the assembly. But realizing that it was only the voice of a Kalao-mother imprisoned in her nest high up in the tree, the people sat down again, expecting the wedding to continue.

"Look!" cried Lanahata, pointing to the over turned plates of rice, shall we invite the displeasure of the evil spirit to bring harm and sickness over us by performing this ceremony? This spilled rice is a bad omen. Judge for yourself. I refuse to proceed."

The people glad to have a chance to voice their displeasure over this wedding roared wildly in favor of Lanahata.....

**A**T the silvery spring, the source of the river, sat Asa and Karami, a happy pair. Lanahata carried a basket-full of fruit, rice and other eatables to her near-by hut, presents from the two for her help.

"Karami, dear, how did it happen?" asked Asa snugly resting in his strong arms.

Karami chuckled, "It was all planned by Lanahata. I climbed up the tree after dark and caught the male Kalao first and tied his bill so he could make no noise. When the right moment came I held his head in front of the nest. The mother sitting on the eggs, believed that her mate brought food to her and let out the usual cry, the cry of the Kalao that gave Lanahata her chance to save us."

"Let us guard the nest from enemies," Asa smiled at her lover.

# Our Children

BY ANGELO PATRI

Angelo Patri is becoming one of the most widely known educators in America through his lectures and his newspaper and magazine articles always full of wise advice and encouragement for fathers, mothers, teachers, and all who have dealings with children and young people. PHILIPPINE EDUCATION MAGAZINE has arranged to publish a series of these articles especially adapted to Philippine conditions.

## I Want

THERE has grown up among us a sort of pampered child whose soul is consumed in wanting. This child wants everything he sees from food to airplanes and actually succeeds in making his people unhappy because they cannot give him what he wants.

"Helena wants a new dress for the school play. Of course, she ought not to have it but she says all the girls are going to have new clothes and she doesn't want to be different from the others. I suppose I'll have to try to skimp one out some way or other."

"Brother wants to go on the trip with the team. I tell him it costs too much. We have been under such expense lately and his insurance is due this month too. But all the boys are going so I suppose I'll have to manage somehow."

Somehow or other, things are managed so that those who want most get most and in the end have the least. For the law of the hidden gods decrees that the more you gather to you the less you will possess in the day of trouble.

If the young people want extra party gowns and trips and toys and whimsies they ought to earn the money and perform the labor that produces them. Usually if this is true the money and the labor are put to better uses. There comes with the earning of the money and the performing of the work a just appreciation of the value of time and labor that tinges the mind with a new quality. The quality known as common sense.

This common sense, this just appreciation of the values of life can come only through experience. The children who want so much are usually those whose parents and relatives have shielded them from work and personal effort of any sort. They have been deprived of the quality that steadies them in the time of exuberance, of extravagant and shallow enthusiasms. The wants are fleeting, following close the one upon the other until the soul of the child is buried in the rush. There is nothing satisfying, really, in the gratification of most of the wants.

Make it a rule of practice that a want must be gratified at the wanters' own cost. If he wants a thing hard enough to sacrifice time and effort and pleasure to get it, the getting of it will be good for him. If the effort is to be made by mother or father or friend, the getting of it will be bad for him.

There are so few things that young people actually need, that we can be far less fearful of their unsatisfied longings, than we are in this day and generation. A little wholesome abstinence backed up by personal effort will help us all—children and grown-ups alike.

## Children's Speech

A CHILD'S manner of speech has a great influence upon his thought, upon his character, upon his ultimate success. "As a man thinketh in his heart, so is he," is a truth long accepted by the people of the earth, but speech, the public record of the secret soul, is still lightly regarded. Speech is the record of the thought, and, in the peculiar, mysterious relation of body and mind, reacts upon the quality and the kind of thought.

If, in the beginning, a child hears the broken speech known as baby talk, he is at a great loss. His speech mechanism is set for the power, hungry for it. If its first food, its first stimulus to be exact, is a cheap one, a wrong one, the set of that child's speech is wrong and it takes years of effort to remedy the error.

If, on the contrary, the child hears clear, clean-cut speech rendered in pleasant courteous tones, tones full of the beauty

of kindly and lovely thinking, his speech will forever bear the trace of that beauty. With the clarity and accuracy and beauty comes a discipline of mind and body that is priceless.

To tell a story, even the short sentences of the three year old, "Pussy is switching her tail for the bird in the grass," demands clear thought, time for organization, effort and will to speak. That line of mental activity must enrich the power of the mind behind it. Clear, clean, accurate speech reflects that sort of thought, and clear thought is at a premium in this cluttered workaday world.

Without being pedantic the mother of a child who is learning to talk should insist upon his listening to the correct way of saying a word. When he says, "faver," for "father," catch his eye and say "father" distinctly. If he repeats it as "faver," smile at him encouragingly and say "father," and let it go at that. You have registered a sense of the right sound. Repetition will in time bring the right habit. Children have not a perfected speech mechanism in the beginning. It grows with practice. Do not insist upon his repeating his word again lest you teach him to stutter. Fear makes children stutter in their speech. Be gentle, very patient, say the right thing and go ahead.

Stand fast on the right word in the right place. Nine year old boys experiment with speech. Insist that they use the proper forms and correct words in your hearing. "Guy" won't do for "boy," "cop" won't do for "officer," "skirt" won't do for "girl." Such terms are in very poor taste under any circumstances. They are an affront to the dignity of the people they attempt to name. Disrespectful speech reflects upon the thought of the speaker and that is not good for children, or adults for that matter.

The dictionary should be close at hand. One of those small books that has the word in blackface type and the definition brief and pointed is better for the use of children than the larger reference book that the adult find so useful. Then "Borrow me your pen," and "Fetch it to the teacher," can be neatly and effectively pilloried as the unholy mistakes they are.

Clear speech is fine mental discipline. Clear speech is a social asset. Clear speech is a passport to many pleasant places. It is not so difficult to attain, is it? One does not even have to go to college to acquire it. It begins at home when the child learns to speak his first word.



CHILDREN OF MR. M. PAMINTUAN OF MONCADA, TARLAC

# "My Mother"

Famous men and women will tell in the columns of Philippine Education Magazine just what their mothers have meant to them in the upbuilding of their careers. It is the mothers, unknown to the general public, who will be glorified in these articles, rather than the celebrities themselves. The statements were given to Mr. Joseph Kaye especially for this series.



## THE MOTHER OF RUPERT HUGHES

THE mother of Rupert Hughes, the famous American novelist and, until a little while ago, movie director, impressed upon her children the love of beauty and apprecia-

tion of fine things that she felt herself. Hughes has never forgotten this influence, and has thus spoken of her:

"My mother, who has managed to live with one busy husband since their marriage on August 5, 1865, or about sixty years, is a remarkable woman, with a genius for motherhood which I have praised indirectly in many stories.

"She exiled us all to distant schools for our advantage, though her heart grieved for us with unmitigated loneliness. It was from her longing to have about her the children who had grown up and gone away to great distances that I was inspired to write 'The Old Nest.'

"My mother has been a she-wolf in the ferocity of her defence of her cubs. Our home was always a lair of warmth and safety. Whenever the world was against one of us, she was for us."

Hughes relates that when "The Old Nest" was shown as a movie he and the actors in the pictures received thousands of letters, many of them from children who had become hard-boiled by the world but who softened up to a remarkable extent after seeing "The Old Nest" and began to fondly remember the mother whom they had not seen for years.

Most of the sons who wrote said they had sent money to the mothers and were planning the trip to see them. In this case Hughes' love for his mother resulted in concrete benefit to many hundreds of others.

## "MY MOTHER"

BY HUDSON MAXIM,  
World-Famous Inventor

MY mother was a real Spartan, although she was at the same time loving kindness itself. She knew her duty and she did it, and her life was a constant example to us children of executive duty.

"There is an old Sandwich Island saying that if strong be the frame of the mother, the sons shall make the laws of the people. Although small in stature my mother was a giant in strength. She was able to do more things, and do them well, than any other woman I ever saw, and we children, in helping her with her multitudinous duties, were taught how to do things well ourselves.

"Her dictum to us always was: 'Go ahead and fear nobody and nothing, as long as you do your best.' Well, I have tried to follow her counsel and advice.

"My mother knew the nature and medicinal qualities of all the herbs in the field. There seemed to be nothing she wasn't handy at. She could spin and weave and crochet, make a silk blouse or an axe handle; and through her example of self-reliance she taught us to be self-reliant.

"She was a real pioneer. She belonged to the time and the type when the wife of the family had to turn her hand at anything which came along. It never occurred to us youngsters that there could be anything within the range of human possibilities which our mother could not do, and nothing that she did not know how to do in the best way. Consequently she gave us big confidence in ourselves, in going forward to face the world and work out our future."

## THE MOTHER OF ALFRED E. SMITH,

Governor Al Smith, the most popular governor New York state has had, and a notable figure in national politics, rose to his proud position from the slums of the East side. His father was a truckman and at the age of thirteen when it fell upon him to support the family he became a truckman in turn, and carted fish.

The entire nation has marvelled how this boy, born in poverty and without an adequate education, travelled, laboriously, step by step, mastering one public office after another, until he was given the highest honors the citizens of his state had it in their power to bestow.

How did he do it? Perhaps the following little story will offer an explanation:

When Smith was elected governor for the first term, among the guests who came to the inauguration ceremonies was his mother. With tear-dimmed eyes she looked upon her son who had become a leader of men and in her hand was held tight a postcard. On one side of the postcard was printed a picture of the Executive Mansion at Albany and on the other was written this note in Governor Smith's hand:

"Dear Mother--

"This is a picture of the Governor's residence. I am going to work hard and stick to the ideals you taught me and some day maybe I'll occupy this house."

This message was written after he had made his first trip to Albany as an assemblyman. That he eventually did occupy the governor's residence is the greatest tribute to his mother that he could give.

Mrs. Smith died a year ago, content in having witnessed so many of her son's triumphs.

## Favorite Philippine Recipes

### COCONUT MILK MUFFINS

2 cups flour	2 eggs
1/2 teaspoon salt	4 teaspoons baking powder
1-1/2 teaspoons sugar	1 cup coconut milk

Sift together the dry ingredients. Beat the eggs light, add them to the milk and stir in the dry ingredients. Put into greased muffin tins and bake in a hot oven. 1/4 cup hot water to one coconut milk.

### KILAWEN

1 banana blossom	vinegar
1/2 cup shelled shrimps	garlic
1/4 kilo pork	onion
	salt to taste

Cut the meat into small pieces. Slice the banana blossom. Saute the garlic and onion together. Add the pork, then the shrimps. When they are halfway cooked add the sliced banana blossoms. Then put in the vinegar. Cook it until done.

Leonor T. Macaraeg

### CHICKEN CHOP SUEY

1 chicken	1 green pepper
1 lb. pork	1 tablespoon flour
1/2 tablespoon ginger	1 tablespoon sugar
1 cup green onions	1 cupstock or water
1 cup garlic	2 tablespoons oil
1 cup mushrooms	1 cup celery

Cut the pork, chicken, garlic, onions, mushrooms, celery, and green peppers into strips. Heat the oil in a sauce pan. Add the pork, ginger, and garlic and cook till the pork is nicely browned.

Add sugar, flour, soya and the other ingredients adding the chicken last. Add a cupful of water and cook slowly till the chicken is done.

# Supervision of Instruction

By EDUARDO LAGMAN

ONE who is in a position to observe is aware that there is an increasing demand for closer supervision of instruction to make teaching more efficient. For this growing demand there are two or three well defined reasons. First, the exceedingly rapid expansion of the public school system makes it difficult to secure a sufficient number of satisfactory teachers. Secondly, the great majority of teachers in our schools have not pursued study beyond the high school. And last of all, many of the teachers whose attainments are higher are new in the profession and have had little experience in teaching. With such a problem confronting the administration, there is no better means of training and building up a competent teaching force than cooperative supervision of instruction under a systematic plan or well established organization.

## SELECTION OF TEACHERS

Inasmuch as the teacher exists for the pupils and the supervisor for the teachers, the tendency should be to pick out a teacher from among intelligent students, a principal from successful class teachers, a supervising teacher from efficient principals, and so on, so that a thorough knowledge of the work in the particular field or sphere which one has to supervise is assured.

Then, too, importing satisfactory teachers from elsewhere so as to employ them because of their special fitness rather than because of accident of locality and possession of diplomas, is a fair index of progress.

However, although it is difficult to secure teachers of proper capacity, experience has revealed the fact that retention of teachers who do not professionally grow is, in the long run, a decided detriment to our schools, for it is a clear waste of supervision—waste of public money, waste of human energy, and waste of precious time. But the promising born teacher who is handicapped by his low scholastic attainments must not be overlooked, for he deserves further educational uplift at public expense or through the sabbatical leave privilege recently proposed by the Director of Education. This is for the good of the service as well as for the benefit of the teacher concerned.

## ASSIGNMENT OF TEACHERS

Inasmuch as thorough supervision is expensive, it is advisable (1) that only qualified aspirants be employed to teach; (2) that only exceptionally reliable teachers be assigned with a reasonable raise in salary to teach in remote places where frequent supervision is impossible; (3) that only experienced, fully efficient teachers be assigned to take charge of Grades I, IV, and VII; (4) that only graduates of secondary schools or their equivalent be assigned to intermediate work. In case a teacher's service is found to be deteriorating in a school far away from the center (town proper) of the municipality, his transfer with corresponding deduction to the central or nearer barrio school where he can receive more help from supervising officials, should always be made as soon as convenient.

It has also been observed that a teacher who teaches in his own barrio usually carries less prestige and is more tempted to neglect his duty. In all cases, however, the immediate superior should be given the first voice in assigning as well as selecting the teachers under him, for he often knows best the ability of his teachers and the needs of his schools.

## SYSTEMATIC TRAINING OF TEACHERS

Supervision plays an important part in the systematic training of the enlisted teacher recruits through the mediums of division normal institutes, district institutes, short teachers'

meetings, and directed observation of classroom work. While the attainment is the fundamental factor in the selection of teachers, efficiency depends largely upon experience and training.

Before the opening of schools in June, a division institute for all prospective and old teachers who need training and helps, is customarily held. The program should be so planned that the institute will not be looked upon as a burden but as a source of instruction, inspiration, and appreciation.

In order to stimulate initiative and interest in the teaching force, and to check wrong interpretations of methods of approach or instruction, constructive district institutes about the middle of the school year should be held in turn in each district. This tends to vitalize the work.

Teachers' meetings, Saturday demonstration classes, and teachers' reading courses directed by school officials should be held during the year, especially at places where most teachers are young in the service. Practice teaching and reading clubs work wonders in improving the teaching and discipline of inexperienced teachers. Practice teaching promotes growth among the strong teachers and gives encouragement to the weak ones by helping them out in their difficulties.

There are other activities that may increase proficiency in teaching, but, perhaps, the most important of all is the visiting of classrooms for the purpose of observation of work followed by discussion with the teacher. This can be accomplished better by advice, than by authority. One of the best methods of supervision is the giving of standard tests to classes visited so as to compare the work of the pupils in the tests with the class grades given by teacher and with the work of the classes of the same grade in the division, so that the work of the school, district or division may be standardized by correcting the discovered faults of individual teachers in a sympathetic manner.

In order to raise the attainments and the professional education of the teachers now in the field, they should be required to read at least two professional books and undergraduates to study at least one high school subject during the year, while others who are not holders of degrees be given opportunity of receiving correspondence lessons in education from the University of the Philippines. However, the teachers' passing the examination for a raise in attainments should not be rewarded unless it has been proved that his efficiency as a teacher has increased.

## RECOGNITION OF THE TEACHER

There is no doubt but that educational progress is largely dependent upon proficiency in teaching, and this depends in turn upon skill in supervision. But the recognition of the teacher in charge of the education of the Filipino youth and the recognition of the teacher of teachers (supervisor) as the great factors in the intellectual, industrial, social, and civic progress of the junior citizens, cannot be brought about unless more liberal salary schedule and sabbatical leave privileges for deserving teachers be put into effect, even at the sacrifice of closing certain unsatisfactory schools not meeting the standard requirements. This is the only effective way to bring about the desired change and improvement in our school system as it will induce competent people of ability and character, who are qualified to do the work that they are called on to do, to join the service. But so long as there exist better paying positions elsewhere the "Torch Bearer" naturally is not looked upon as he ought to be, and the future of the "Builder of a Better Future" is itself obscure and uncertain.



# An Arbor Day Program

By JOHN H. MANNING BUTLER

**T**HIS program may be rendered by a single class or by a number of classes. Each stanza or paragraph of a selection may be recited by several pupils in concert or the entire selection by one pupil with appropriate gestures and inflection, the number of speakers depending upon the number of pupils the teacher desires to use.

In the acrostics each speaker should have a card or a fan on which the first letter of the first line of the speech begins. The speaker should hold up this letter when he or she begins to recite. After each has spoken from his letter, holding up his card or fan, all will say the sentence in concert.

## *Come, Come, 'Tis Arbor Day*

1. Come, come, come, 'tis Arbor Day again,  
The trees for us are yearning  
And we to them are turning;  
Our mind and hearts unite to say  
With trees on this, their holiday,  
"Come, come, come, 'tis Arbor Day again."
2. Come, come, come, 'tis Arbor Day again,  
The boys have left their playing  
To come to school, obeying  
Their teachers and our friends to bring  
A tribute to the trees and sing!  
Come, come, come, 'tis Arbor Day again.
3. Come, come, come, 'tis Arbor Day again,  
The winds the trees are swaying,  
Haste you without delaying,  
And plant a tree beside the way,  
And help to aid the world today,  
Come, come, come, 'tis Arbor Day again.
4. Come, come, come, 'tis Arbor Day again.  
The trees today are greening,  
I think I know the meaning  
To each of us they seem to say,  
"This is indeed a joyous day,  
Come, come, come, 'tis Arbor Day again."

## *The Ranger*

1. The forester is one of our nation's greatest protectors. He not only protects our trees but saves from waste millions of meters of precious lumber and much of other forest products. He makes possible the conservation of our best soil, prevents it from being carried away by floods and rivers to the sea, thereby saving much of our wealth, adding comfort and securing sustenance to the people.

2. In the distant past, that is hundreds of years ago, the primitive folks of the country burnt off or destroyed forest growth in the same way that our forest dwellers now do to prepare kaingins. They did not plant any more trees in the places of those they burnt. They denuded the mountain sides, cleaned the hills and made bare the plains. When the rains and floods come, hectares of our best soils were washed into the rivers and carried to the seas—lost to our country forever.

3. In the same way our populous neighbor in Asia, China, has been bereft of much pristine wealth which today causes many of her sons and daughters to suffer. In the same way other regions of the world are not productive. We are showing our wisdom by profiting by the mistake of others. The forest ranger is the tree soldier, enabling us to have fuel, homes and food. He provides not only for us but looks out for the interest of our children's children.

4. The forest ranger not only protects forests but he replants them. This he is beginning to do in some parts of our beautiful land. Will it not be grand when some of the bare hills along our water courses become groves where birds may make their homes, sing, and be ready to destroy harmful insects?

5. But it is not enough to plant trees and protect them from fires. Trees become sick and need doctors the same way the men do. Some rangers are tree doctors. They study the diseases which afflict trees and give them medicines. Of course, the trees do not make wry faces as some boys do nor do they complain as is the case with some little girls. They take their medicine bravely and grow healthy and strong again. Do you not think that a ranger is a useful officer of the government?

## *I Am A Tree*

1. I am a tree. My line of life  
Is greater than the age  
Of anything that walks the earth.  
Mine is a heritage  
That runs back to the twilight hour  
When things began to grow,  
When our Creator Life did dower  
The plant forms which men know.
2. I am a tree. Before the deeps  
Were with great monsters filled,  
Before the multitudes the plains  
And river valleys tilled,  
I wooed the balmy, cooling breeze,  
Planning the best I could  
To make the world a happy place,  
As all good creatures should.
3. I am a tree. I saw the day  
When first the lowly worm,  
His life cycle developing,  
Began to crawl and squirm.  
The higher forms of animals  
When called to life I heard,  
And saw them move from place to place  
At our Creator's word.
4. I am a tree. Yes, I was there  
When man took Godlike shape  
I never have been worrying,  
Whether he was an ape  
I saw him soundly sleep until  
His wife came from his side,  
That he might never be forlorn  
Pledged with him to abide.
5. I am a tree. Great homes for kings,  
And princes I have made,  
Protected them from broiling suns  
By giving goodly shade.  
For comforts of their home to me  
They greatly are in debt;  
Millions of millions I have helped  
And shall help millions yet.
6. I am a tree. Were they like me  
Some people would be proud,  
Would strut and never cease to try  
To show off in a crowd.  
But merit has no need to seek  
The plaudits of a throng;  
My character throughout the world  
Is known in tale and song.

## *The Red Breasted Dove*

In this, our land, are many birds  
Which us delight with song;  
So joyful are they that I would  
Be with them all day long.

Some pretty plumage have, and seem  
To show it off to love,  
But such is not the custom of  
The blood red breasted dove.

Far in the forest deep it stays  
I wish I could it woo;  
And frequently I hear it sing  
"Coo-oo!, Coo-oo!, Coo-oo!"

'Tis not a song like other birds  
But plaintive through and through.  
On some fair day, if you give heed,  
You'll hear it sing "Coo-oo."

In modesty it takes the prize  
Also in goodness, too;  
A very fine example sets  
Our bird that sings "Coo-oo."

Coo-oo—Coo-oo, I wonder what  
It means. 'Tis sad, yet sweet.  
"Coo-oo, Coo-oo, Coo-oo—Coo-oo"  
Coo-oo", we all repeat.

### Arbor Day

*An acrostic for eight small children.*

- A. Among the holidays, our schools  
Like this one as you see,
- R. Remembering it chosen is  
To celebrate the tree,
- B. Both young and old are called to join  
In helping us today.
- O. Our plan is made, we need your aid,  
Plant trees where'er you may.
- R. Rich is the heritage you'll leave  
Those following you and me.
- D. Don't harbor sloth but duty do,—  
Go home and plant a tree.
- A. And do your task so very well  
The tree will grow alway.
- Y. And show mankind what you have done  
This pleasant arbor day.

### Plant A Tree

1. Would you here a tribute render  
To the land that gave you birth,  
Would you loving service tender?  
Plant a tree, of such there's dearth.
2. Plant trees now for love demands it,  
Plant on wayside and on plain;  
Plant them where they may give comfort  
Plant in sunshine, plant in rain.
3. Plant for generations coming  
On the scene our place to take;  
They will rise and call us blessed  
Plant we trees for other's sake.
4. Plant good thoughts, we little children,  
When in school or far away,  
Plant good deeds, where'er we may be  
As we trees on Arbor Day.

### A Colloquy

*Mother Nature's Children*

*This is to be rendered by thirteen or fifteen pupils. The first and second speakers stand somewhat distant from the others when they begin their dialogue. Each of the others has the name of the tree which he or she represents painted on a placard which is pinned across the breast or attached to a little pole as a flag. Each tree stands with bowed head until the boy or girl representing it begins to speak. After the last has spoken all sing.*

First Speaker—O come with me into the woods,  
Stroll in the woods with me,  
And as we loiter in the shade,  
Methinks perhaps a tree  
Will tell us something we know not,  
Which Mother Nature shares  
With all who nestle on her breast,  
For all of them she cares.

Second Speaker—O foolish one, why prate you so?  
Trees cannot think or speak.  
It may be you are dreaming, or  
Your mind is somewhat weak.  
And Mother Nature, who is she?  
Her I have never seen.  
Who are her children, tell me, who?  
Are they high-born or mean?

Firs Speaker—It may be that I dream, kind friend,  
But as you walk along  
Beneath the soft and hazy sky  
Listen unto the song  
Of wordless voices, see the sights  
That haunt the vast outdoors,  
Your inner self will share with zest  
What Mother Nature pours.

Behold the mountains as they lift  
Great forests in the air.  
The Mother Nature's children are—  
Mountains and trees—and share  
With her the joy of bringing men  
Vigor and strength, that they

May walk the path God has for them,  
Laid out to a perfect day.

### Bamboo

Third Speaker—Here is a bamboo willowy,  
Bending before a breeze,  
Speeding across a greening field,  
It bends, but never flees  
From mankind whom it shelter, food  
And clothing gladly gives,  
And often transportation lends,—  
To help mankind, it lives.

### Narra

Fourth Speaker—For furniture and houses great  
Is narra highly prized,  
While some trees are not thought much of  
This one is not despised.  
Whether it red or russet be,  
Man craves it and will roam  
Through jungles for it if he needs  
To use it in his home.

### Ipil

Fifth Speaker—The ipil ranks high, I assure  
You as you pass along,  
And of its class it is the peer  
Of any; it is strong  
And therefore it is greatly sought;  
Exposure it fears not,  
Laughs at the storms, and long defies  
All weather, cold or hot.

### Citrus

Sixth Speaker—A citrus tree, no prouder can  
Be found than of my kind—  
The lemon, grape-fruit, orange, all  
Of green or yellow rind.  
In social circles held most dear,  
In medical the same—  
We serve mankind much better than  
Some others you may name.

### Ilang-Ilang

Seventh Speaker—The ilang-ilang, not by dress,  
Am I to fame made known;  
For outer show I have no need  
To come into my own.  
Like character which makes the man  
My essence is so sweet  
That, when it is diffused, great crowds,  
Are eager me to greet.

### Rubber

Eighth Speaker—The rubber tree had once no cause  
To think of public praise.  
Now it is sought by station, wealth  
Which would have men to raise  
Me in this sunny land of love  
As in the islands near,  
A comfort for humanity,  
Of other trees the peer.

### Coffee

Ninth Speaker—A coffee tree, so popular  
Am I that everywhere  
My fruit is known great multitudes  
Show eagerness to share  
The essence of my life which brings  
Surcease to high-strung nerves.  
Is there a tree in all the world  
Which mankind better serves?

### Bread-Fruit

Tenth Speaker—You know me as the bread-fruit tree,  
A native of the East;  
I through the centuries have fed  
Vast millions, and to feast  
On me the nations of the West  
Have tried but all in vain.  
I do not like to range the world  
At home I entertain.

### Guava

Eleventh Speaker—The guava, men can not dispraise  
For girls like it too well  
To let it ever disappear  
Therefore your fears dispel.

# News of the World

## THE PHILIPPINES

July 17—The budget for 1927 will approximate P71,000,-000 or about P1,600,000 more than this year. The excess is to be devoted to permanent public works, P270,000 for school buildings.

July 19—Bill introduced by Representative Buendia would appropriate P10,000 annually for five years for the compilation of a Philippine pharmacopoeia and formulary. Senator Osias introduces a bill appropriating P10,000,000, P500,000 a year for 20 years, for the promotion of barrio education, consolidation of intermediate and barrio schools, etc.

July 20—The senate passes another plebiscite bill calling for a vote of the people on whether they want independence or not. A similar bill was vetoed last year on the ground that the calling of a plebiscite is not within the scope of the powers of the legislature.

July 22—A bill will soon be introduced providing that account books must be kept in English, Spanish, or in a Filipino dialect, and authorizing foreigners to keep duplicate sets of books in their own language. Firms doing a business of less than P4,000 annually are exempted. It is believed that this bill would escape being called unconstitutional as was a similar bill, called "the Chinese book keeping bill."

July 22—Representative Melencio introduces a bill providing for a railroad survey of Mindanao, the final report to be made available to any private capitalist who may show an inclination to construct a railroad in the island.

July 21—Thompson and party visit Los Baños and the Calamba sugar estate.

July 22—Thompson leaves for Culion, Palawan, and Cuyo. Representative Perfecto introduces a bill abolishing the death penalty and replacing it with life imprisonment.

A bill is introduced in the senate making subject to court review the decisions of the insular auditor. A similar bill was vetoed last year, on the ground that it restricts the auditor's powers as given in the Jones law. It is held by some senators that the decisions of the auditor are binding on the executive branch of the government only.

July 23—Senators Quezon, Laurel, Tirona, and Osias introduce a bill extending the right to vote to women, and reducing the voting age from 21 to 18.

July 25—Court of appeals at Washington decides that all Americans in the Philippines should pay the U. S. income tax for the years 1918, 1919, and 1920, in a test case submitted by C. M. Cotterman. The case will be appealed to the supreme court.

July 28—Senator Tomas Gomez of Samar and Leyte, senior member of the senate dies in the presence of his family. Senator Gomez was born in Bulacan, but settled at Calbayog in 1904 after his graduation in medicine. Besides being a physician, he was a farmer and a business man, and built up a fortune of several hundred thousands.

A truce is declared between the collectivista Soriano-Laacson block and the nacionalista Aquino-Paredes block which together make up the consolidado majority. The collectivista block wishes to force the resignation of committee chairmen many of the most important of which are nacionalistas. Due to the efforts of Mr. Quezon, Speaker Roxas heads a committee on reorganization, which will arbitrate the matter. Representative Recto claims that the reorganization movement in the house is directed chiefly against leaders who are opposed to the coalition.

July 29—Senate passes a bill creating a committee of one senator, one representative, and one other member to be selected by the two, to inquire into the revolutionary funds and to bring court action against parties found guilty of any malversation.

Money recovered would be turned over to the insular treasury as a special fund which could be disposed of only through laws passed by the legislature. Senator Sumulong combatted the bill, holding that it would increase the animosity between the party in power and the veterans, and stating that the present government has no power to call the revolutionary government to account.

July 30—The bureau of agriculture has found a variety of abaca resistant to the "heart rot" and "bunchy top" disease which has seriously interfered with hemp production in Cavite. The application of ammonium sulphate and calcium phosphate to the soil is also said to prevent contamination as well as promoting more luxuriant growth.

Four thousand cigar makers in Manila are out on a strike because of efforts of the manufacturers to reduce wages because of alleged poor market conditions. Cigar makers claim they are not earning a "living wage" now.

Aug. 2—Representative Biteng introduces a bill which would require students in public and private schools to wear uniforms to be prescribed by the director of education.

Aug. 3—Senator Osmeña arrives from the United States and is giving a welcome second only to that given Quezon when he returned with the Jones Act. The veterans of the revolution joined in the welcome. Osmeña is credited with averting reactionary legislation in Washington,—the two Kiess bills, the Bacon bill, etc.

Osmeña states that the American people as a whole sympathize with Filipino aspirations and recognize the obligation contained in the preamble to the Jones law. "They are disposed to favor more rather than less self-government for us." He advocates moderation in speech and caution in conduct, as any undue demonstration of temper "would not pave the way for mutual understanding between Americans and Filipinos." Mr. Quezon complimented Mr. Osmeña highly, but expressed the belief that "the fight is not over yet."

On the same boat with Osmeña, come Vice-Governor Gilmore and Colonel Stimson, former secretary of war under Taft, who will visit General Wood. While in America, Governor Gilmore looked into rural education and interviewed Professor George W. Works of Cornell, an outstanding authority, who may come to the Philippines next year to cooperate with local authorities in the consideration of the problem.

Aug. 5—Senators Tirona and Recto charge Osmeña with making veiled statements criticizing the coalition, and ask Mr. Quezon, as president of the nacionalista-consolidado party whether the party approves of Osmeña's declarations. Senator Osmeña states in reply that "all this tumult is but a tempest in a tea pot. I have not yet said a word about the coalition. ... When the time comes for me to say what I think on this point, then it will be time for those who wish to question me." A number of leading democrats state that the action of Tirona and Recto was uncalled for.

Aug. 8—The nacionalista-consolidado party ratifies the coalition, accepting Osmeña's statement that he had not criticized either the coalition or the democrata party for joining it.

Aug. 9—Representative de la Llanza introduces a bill which would permit American and Philippine citizens to 200,000 hectare areas of land for rubber production under certain conditions.

Newspapers in the United States quote Osmeña as having spoken in Manila in favor of dominion government for the Philippines. Mr. Jose Abad Santos and Commissioner Guevara are also reported to have touched on the subject at the con-

(Continued on next page)

For jellies I am not disdained  
For fuel I am prized,  
And other things I need not name  
Show I am not despised.

*Cacao*

Twelfth Speaker—The cacao dares to claim a place  
Among the worthy trees,  
True is it that she always may  
Not everybody please,  
But chocolate, food of gods,  
She gives, some one has said,  
Hence not abased, among the rest  
She proudly lifts her head.

*Acacia*

Thirteenth Speaker—Know you that the acacia  
Beneath whose spreading boughs  
Men oft retire from heat of noon  
To rest or think of vows  
To God and country, home and self  
At all times to be true,

Is worthy, qualified to be  
Honored by all, e'en you.

Fourteenth Speaker—Not trees alone but every thing  
Beneath the spreading dome  
Are Mother Nature's children on  
This earth we know as home.  
A few short years we travel here,  
Then to that bourne go we,  
To our reward from labor  
In this land which knows the tree.

Fifteenth Speaker—The comets, stars, the sun, and moon  
That roll above your head,  
Proclaim in no uncertain words  
God lives; He is not dead.  
He writes in beauty everywhere,  
His strength all men may see,  
His wisdom is in all revealed,—  
In man as in the tree.

(Continued on page 256)

ference of the Institute of Politics at Williamstown, Mass. The general reaction in America is favorable. However, Senator Osmeña denies having made such a statement. In his speech at the Plaza Hotel the day after his arrival, he did mention Canada, which he visited, and said there was no separatist sentiment there.

Aug. 12—Wenceslao Trinidad, for several years acting manager of the national bank, is named manager.

General Aguinaldo states at the occupation day ceremonies that the American occupation has been beneficial, but expresses regret at the passing of the Philippine republic, and adds the hope that for the ultimate establishment of a more stable republic. "There is nothing that can not be achieved by mutual tolerance and understanding," he said.

Colonel Thompson and party leave on their trip to the southern islands.

Quezon issues a statement that the Filipino people are eager to help America in the production of rubber and other tropical products but that this must be done within the limits of the present land laws.

Aug. 14—Prince Dhani and Princess Siphon, cousins of the king of Siam, visit Manila on a tour of the orient on which they will study different educational systems.

Aug. 15—General Wood and former secretary of war Stimson leave for the south.

Aug. 16—Senator Osmeña is welcomed in Cebu by a crowd of 10,000 people. In a speech he asks for "the spirit of unity that animated the people prior to 1916," and criticized intrigue "to satisfy foolish personal vanities."

Aug. 16—Osmeña speaking at Cebu points out the disastrous effects of a policy of non-cooperation, explaining that the Filipinos do not necessarily abdicate their rights when they co-operate with the American administration. He warns against "Barong-Tagalog" and "Moro-moro" tactics, and states that any unwise move on the part of the Filipinos might have the same rapid result as in the case of Japan when it threatened "serious consequences" in the matter of immigration legislation.

A joint legislative committee, composed of Senators Osias, Laurel, and Tirona, and Representatives Labrador, Gullas, Torralba, Villanueva, and Velez, submits its report on the work of the Monros educational commission. The report of the committee is on the whole critical of the work of the commission, but favorably endorses some 20 of the 23 recommendations made. It disagreed with the recommendations that the support of provincial high schools be thrown on the provinces, that the selection of textbooks be made a professional function as formerly, that no extension of the school system be contemplated until certain objectives have been met for the schools already established, that the composition of the board of regents of the university be modified, and that the American personnel be concentrated in the normal schools.

Aug. 18—Osmeña states that President Coolidge told him while in Washington that the United States would withdraw from the Philippines, but that the islands must first be placed on a sound economic footing. He said that both President Coolidge and Colonel Thompson are imbued with "a high and noble purpose." He described the latter as a "man of service," and hoped that he would be able to bring about an era of better understanding. Colonel Thompson replied that the "Filipino and American people of the Philippines" never had a better representative in Washington than Osmeña. He said his first impression of Osmeña, was that he was a "conscientious, capable, and adroit diplomat," but that since coming to Cebu he had learned that he was also a "splendid political leader". He praised Osmeña as one of the leading statesmen not only of the Philippines but of all America and its territories.

General Wood having vetoed the plebiscite bill a second time, the senate passes it a third time, and the bill now automatically goes to the President.

Aug. 19—Governor General Wood, speaking in Cebu, states: "The Philippine problem is a part of America's Pacific problem, which concerns not only the Philippines, but also America and other powers. Its solution can not be achieved by the chatter of agitators. It is not a one-man job. It must be worked out not with the interests and wishes of the Filipinos alone in view, but also those of America and of other countries affected. When the job is done, America will say so, and it is not done until America says so. We need pulling together, mutual respect, and forbearance."

Aug. 20—President Coolidge refuses to comment on Osmeña's statement, and inquirers were referred to the President's letter to Speaker Roxas, in which he stated that "the American people and government would gladly accord" independence when it "becomes apparent that it would be better for the people of the Philippines from the point of view of both their domestic concerns and their status before the world", and if they "desired complete independence". It was intimated that the President's opinions have not changed, and that he still favored legislation giving the governor general greater power.

Aug. 21—Osmeña states that he was misquoted, and that he had said that President Coolidge wanted to bring about economic development so that when the time for emancipation came, the islands would have sufficient resources.

The report is circulated that President Coolidge told Senator Osmeña that there were two things that would cause the United States to send a million soldiers to the Philippines: one, aggression by a foreign power, and the other, an outbreak of violence among the Filipinos.

Senator Osias present a bill providing P200,000 for the establishment of provincial and municipal libraries.

Aug. 23—Moros at Camp Keithly, Lanao, are divided into two camps before the Thompson party, as one side advocates independence and the other the Bacon bill. The authorities preserved the peace with great difficulty.

## THE UNITED STATES

July 25—Senator Borah sharply criticizes British and French statesmen for their campaign of vilification of America for the purpose of seeking a cancellation of the war debt. He pointed out that France and England made large territorial gains because of the war, and the United States none, and that America had already forgiven the British debt to the extent of 30 cents on the dollar, and had cancelled a total of \$7,000,000,000 in debts.

Paris 8—In an open letter to President Coolidge, former premier Clemenceau appeals to him not to treat the settlement of the war debt as a commercial matter. He states that the proposed debt agreement is a threat at the independence of France. The letter is unusually frank and in places sarcastic. The attitude of the President is said to be that the United States will conduct its relations with the French government through their duly constituted diplomatic authorities. French bitterness against Americans continues to mount.

Aug. 22—Charles W. Eliot, president emeritus of Harvard, dies at the age of 92. He was for forty years president of Harvard, a fearless speaker and writer, and identified with every social and economic question brought forward in the last thirty years. He was often called "America's greatest citizen", and President Roosevelt once said that Eliot was the only man he envied.

Aug. 23—Rudolph Valentino, famous screen actor, dies in New York following an abdominal operation.

## FOREIGN COUNTRIES

July 17—The new Briand cabinet goes down to defeat because of the opposition of the socialist leader Herriot, who has wrecked four successive Briand ministries. President Doumergue asks Herriot to form a cabinet. The franc falls to 48.30 to the dollar.

July 19—Herriot forms a cabinet with himself a premier.

July 21—Herriot's cabinet falls after 24 hours of hectic existence. Royalists, fascists, and communists are redoubling their activities in order to take advantage of the government's chaotic state and seize the power. American residents and tourists are hooted and jeered in Paris, and the police are watchful. Raymond Poincare, former premier and president has been asked to form a cabinet. Opinion among government leaders is that the United States is the cause of France's difficulties, the debt payment demanded being a continual menace to the success of any measure intended to increase revenues. The finance plan of Herriot was a disguised capital levy.

July 22—The United States government notifies the French government that no further loans will be forthcoming with government sanction until confidence is felt in the French government and the debt agreement is ratified.

The church announces that all Catholic churches in Mexico will close August 1 as a protest against the government's new regulations which then go into effect.

The most important provisions of the Mexican constitution with regard to religious matters are: (1) no religious organization may establish or direct primary schools; all instruction must be secular and gratuitous; (2) all religious acts of public worship must be performed within regular places of worship; (3) the president and representatives must not be religious ministers or priests; (4) marriage is a civil contract under the exclusive jurisdiction of the civil authorities; (5) a simple promise to tell the truth and to comply with obligations contracted, subjects the promiser to penalty in the event of breach; (6) churches are not recognized as juridical personalities; (7) ministers and priests are considered as persons exercising a profession; (8) state legislatures have the power to determine the maximum number of ministers in each locality; (9) ministers are not permitted to criticize the fundamental laws of the country or the authorities; (10) ministers shall have no vote, nor be eligible to public office, nor assemble for political purposes; (11) no religious periodical may comment on political subjects or publish political information; (12) no political as-

(Continued on page 226)

# 'Round the Provinces

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Correspondents will confer a favor on the Editor if they will call list because of late transfers.

to his attention as soon as possible the corrections to be made in this

## Bataan

An additional room to the permanent school building of Orani has just been completed under the supervision of district engineer Sison and assigned to second-grade pupils under Miss Maria Consunji. Another room to accommodate the additional sixth-grade pupils of Dinalupihan is nearing completion. The new semi-permanent school building of Lamao, whose construction has been largely due to the help and effort of the bureau of agriculture employees stationed there and of the barrio people, has been occupied by first and second-grade pupils under Mr. Anacleto de Mesa about the middle of July. The building enjoys the distinction of being the best among those constructed at that place.

About the beginning of the school year, a banquet was tendered to the teachers and school officials of Orani by the municipal council in appreciation for their work. Impromptu speeches were delivered. To reciprocate this honor, the teachers and school officials gave the municipal council a return dinner about the second week of July. This shows the good relation and friendly attitude existing among them—strong factors that are responsible for the accomplishment of some school projects in that place.

All classes that could not be opened at the beginning of the school year due to financial shortages were opened before July 15. The resolution was largely due to the transfer of funds by the municipal councils.

The following teachers have tendered their resignations: Miss Cecilia Ramos of Limay to become the wife of Mr. Gregorio Josen, who was once the principal teacher of that school; Mr. Mariano Bongco of Bagac to regain failing health; and Mr. Alejandro Herrera of Orion to continue his studies in Manila. In their places, Miss Felisa Bango, Mr. Toribio Fernandez, and Mr. Celedonio Guzman were assigned respectively. Mr. Florentino Dayrit has been appointed to teach in Orion. Mr. Bonifacio Abella, principal teacher of Orion, was transferred to the Bataan high school; Mr. Hugo Rodriguez, principal of Hermosa, was transferred to Orion to take the place of Mr. Abella; and Miss Belen Rodriguez is acting principal in place of Mr. Rodriguez.

The committee on awards of the Manila carnival association has conferred a first-prize diploma and a gold medal upon Mr. Jose Raya, proprietor of the "Bazar Popular" of Balanga for horses' harness at the 1926 Manila carnival commercial and industrial fair. Mr. Raya is a product of the public school of his town where he had shown business ability while a member of an industrial-work class.

Dr. Demetrio de la Paz has been assigned as Red Cross junior dentist for this division. He is operating his dental clinic in the central schools of various municipalities. Schedule of his work has been prepared by the Division Office.

The teachers of Balanga elementary school and of Puerto Rivas and Cupang spent a Sunday in Lamao. They visited the Lamao experimental station of the government, and played tennis with the employees of the bureau of agriculture.

The teachers in Bagac spent their occupation-day holiday in Saisan under the leadership of Mr. Fermin Dilg. They enjoyed their afternoon walk along the beach where they feasted on coconuts.

Toribio David.

## Bulacan

Bulacan was visited by the director of education on July 28. He inspected the high school and the Malolos elementary school. The superintendent of schools for La Union was in the division during the early part of August. He visited the high school, Malolos elementary school, and several other school in the southern districts.

Colonel Thompson and party visited the province on August 5. A banquet was held in honor of the visitors at the Plaridel temple with about 200 persons attending. After dinner speeches were delivered by Hon. Padilla, representative for the first district, Attorney Francisco A. Delgado, Mrs. Rosa Sevilla de Alvero, and Colonel Thompson. Dr. Juan S. Fernando, district health officer, was the toastmaster. After the program was over, Colonel Thompson and party visited the provincial building, the constabulary barracks, and the provincial jail. The party returned to the provincial building where speeches were delivered before a big crowd of high school students and others by Governor Castro, ex-representative Gonzales-Lloret, and Colonel Thompson. Governor Castro presided over this meeting. After the meeting was over, the party left about 5:30 P. M. for different places in the province scheduled to be visited.

Mr. Isaias Maclang, provincial teacher in the trade school has been transferred to Batangas as acting principal of the Batangas trade school. We wish Mr. Maclang success in his new job.

Mr. Mariano C. Nicolas, 1923 P. S. A. T. graduate and shop teacher of the Bulacan intermediate school, has been recommended for provincial appointment vice Mr. Maclang with assignment at the trade school.

Mr. Santiago Dizon, supervising teacher for Bigaa district, has the distinction of being the first supervising teacher found by representatives of the division office doing actual classroom teaching in a barrio school during the present school year.

Teachers of the Polo district made the highest rating in the test based on the primary course of study given to all primary teachers who attended the last normal institute.

According to division supervisors, noted improvements have been made on buildings and grounds at Loñosos and Sto. Cristo, Pullian. They also reported that conditions in the Maricao and San Jose elementary schools have been greatly improved during the last two months.

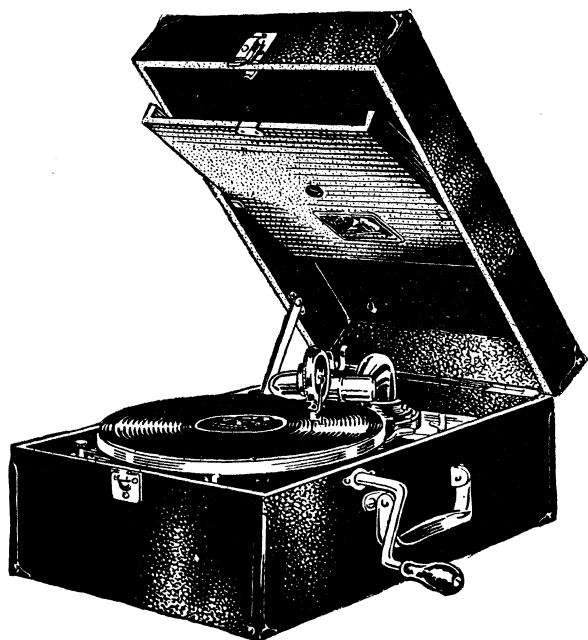
The Bulacan teachers' union was formally organized during the last normal institute held at Malolos, with the following officers for the school year 1925-27; president, Mr. Esteban Samaniego; vice-president, Mr. Dominador Dimagiba; sec-

(Continued on page 228)



FIRST GRADE TEACHERS WHO ATTENDED THE NORMAL INSTITUTE AT BALANGA, BATAAN

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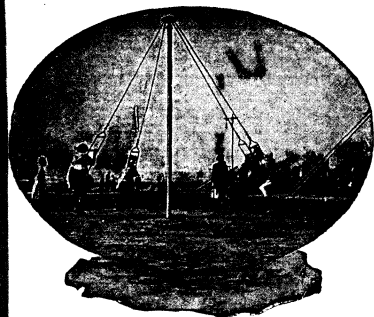
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Campos Hermanos, Iloilo.

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## NEWS OF THE WORLD

(Continued from page 222)

sociations shall be formed under names indicating religious belief; (13) ministers are not capable of inheriting from anyone to whom they are not related by blood within the fourth degree; (14) ministers may not inherit in their own behalf or as a trustee any real property occupied by religious or charitable associations.

July 23—Poincare has formed a cabinet containing six former premiers. He stated he wanted "to form a cabinet of national union in which all parties are represented." He himself assumed the post of premier and minister of finance.

July 24—Huge crowds are flocking into the churches to have children confirmed before July 31. Catholic priests are turning over church property to Catholic laymen, because priests can not hold property in their own hands.

July 28—Pope Pius XI is reported to be preparing to issue a formal interdict against Mexico, forbidding the clergy to perform religious ceremonies pending the cancellation of the "anti-religious decrees" of the government. The government announces that if priests leave their churches, the government will take them over. The government has also forbidden priests to turn church property over to laymen; it must be turned over to committees appointed by the mayors of each town. The government threatens to prosecute the clergy for inciting the people to rebellion.

Aug. 1—The government takes over the abandoned churches. A labor parade is held in Mexico City and President Calles is cheered.

The Mexican charge d' affaires at Washington states that Americans should not judge the church in Mexico by church standards in the United States.

Many priests leave the country fearing the threat of the government to prosecute them for leaving their posts, thereby inciting the people. The people are holding their own services.

Bishop Aglipay speaks in favor of the Mexican church regulations.

General Primo de Rivera narrowly escapes death at the hands of an assassin.

Israel Zangwill dies in England at the age of 62, well-known novelist and playwright.

Aug. 3—A number of the leading bankers in Mexico call on President Calles urging a compromise with the church to prevent financial panic. Millions of pesos are being withdrawn

from the banks by the church which owns or controls 50 per cent of all deposits. Catholics have also started a boycott, buying only the bare essentials.

Aug. 5—A priest at Alvarado, Mexico, who accepted the regulations of the government, is excommunicated and suspended from the priesthood.

President Calles replies sharply to President Leguia of Peru who expressed the hope that the religious question would soon be settled, Calles stating that the matter concerned Mexico alone.

The American state department issues a statement to the effect that the church trouble in Mexico is a domestic matter for Mexico to handle without interference. The American government will confine its attentions to insuring the protection of property and rights of American citizens in Mexico.

Aug. 6—The American chamber of commerce at Constantinople ordered closed by the Turkish government.

Gertrude Ederle, an American girl from New York, swims the English channel from Cap Gris Nez, France, to Kingsdown, England, a distance of 22½ miles, in 14½ hours, breaking all records and being the first woman to succeed. Five men have accomplished the feat.

Aug. 8—In an interview with foreign newspaper men, President Calles charged Pope Pius XI with "meddling in Mexican political affairs, practically ordering Catholics to disobey the constitution."

Aug. 9—The Mexican government will put all church property with the exception of actual places of worship under government seal until the present controversy is settled.

Aug. 19—Three members of the chamber of deputies are killed in a street fight in Mexico city—the outcome of bitter political rivalry.

Archbishop Mora del Rio writes Calles asking for a suspension of the religious regulations and the "restoration of the liberties to which we are entitled as Christians and citizens of the nation."

President Calles replies that he can only enforce the constitution and that the remedy lies with the courts and congress.

Aug. 20—The church authorities will now petition the courts for a decision in regard to the constitutionality of the religious laws and will at the same time ask congress to liberalize them. President Calles said that he would offer no opposition to amendments to the laws. The general opinion in regard to a settlement of the difficulty is hopeful.

# THE KODAK IN SCHOOL

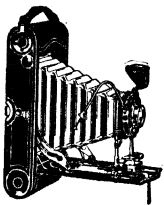
has its important uses aside from the fun it gives its owner. Photos of pupils who lead in various educational work—victorious athletic or drill teams—these are but two of many

uses to which a Kodak may be put to increase interest in school work—and incidentally make a little profit for the school teacher in orders for pictures.

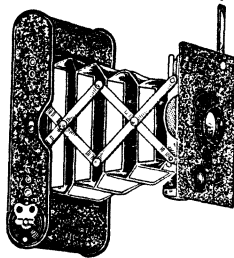
Pocket Kodak—Series 2  
Fixed Focus—  
K 694—No. 1 P29.70

Vest Pocket Kodak  
Model B P11.00

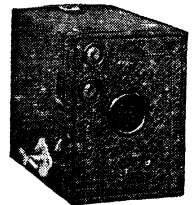
Brownie Box Cameras—  
P4.40  
6 Exposure Film P0.60



KODAK  
AS  
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GO—

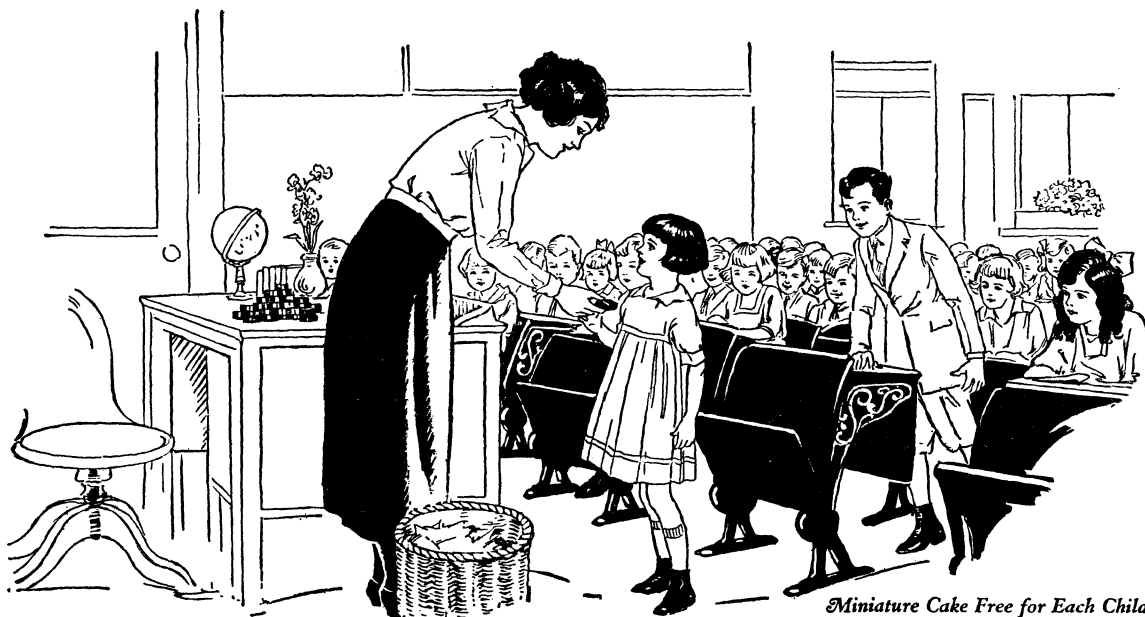


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Tell them that their chances of keeping well are greatly increased by keeping their hands clean.

They'll believe you and their parents will thank you, for such lessons are more welcome at school than at home.

At the same time you can give each child a most interesting lesson in geography. Tell them about the trees from which Palmolive is made and the countries where they grow.

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*Palmolive Soap is the purest soap ever made, for the only oils in Palmolive Soap are the pure, soothing beauty oils from the olive tree, the African palm and the coconut palm—and no animal fats whatsoever.*

Explain that the ingredients of Palmolive are pure, balmy oils—olive oil, palm oil and coconut oil. And that it is the colour of these fine oils which gives Palmolive its beautiful natural green colour.

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This makes a very instructive industrial lesson, which the children enjoy and which is of great educational value.

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### Mail Coupon Today

You will also receive pledge cards which by signing each child promises to faithfully follow out the "clean hand" campaign. This is another interest and an obligation which increases responsibility.

A form is also enclosed which you are to fill out with names and addresses of the parents of each pupil. We will use this to send follow-up letters and other educational literature to back up the work you have done. You impress the children and we'll impress the parents with the necessity for clean hands.

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**ROUND THE PROVINCES—** (Continued from page 223)

treas., Miss Socorro Valencia; assistant sec.-treas., Miss Soledad Castro, all of Malolos. The following supervisory officials compose the advisory board of the union: Mr. Jose Catindig, academic supervisor; Mr. Sergio Z. Cespedes, industrial supervisor; Mr. Lucio Tolentino, supervising teacher for Polo district; Mr. Santiago Dizon, supervising teacher for Bigaa district; and Mr. Liberato Lopez, supervising teacher for Meycauayan district. The union's representatives are Mr. Escolastico Gatmaitan, supervising teacher for Malolos, and Miss Soledad Airan, principal of Bulacan intermediate. The auditing committee consists of Mr. Jose Tablan, supervising teacher for Hagonoy, as chairman, and Miss Concordia Samson and Miss Petra Baltazar, principal of Calumpit and Baliuag elementary schools, respectively, as members. *Hermenegildo Pascual.*

**Cagayan**

This division was represented by thirty-three Filipino teachers at Baguio last summer. Mrs. Rafaela D. Gaffud and Mr. Pedro Dumana went on official assignment. Miss F. Punciano, Messrs. J. Aragones, A. Collado, B. Hernandez, N. Doran, and M. Zinampan were sent at the expense of the Cagayan teachers' educational association. Those who attended the assembly at personal expense were Misses P. Macadaeg, V. Quinto, C. Singson, P. Felix, J. Pagulayan, T. Lasam, F. Narag, M. Mangabang, F. Costales, E. Alonso, D. Pacion, F. Lazo, and M. Amorsolo. Messrs. I. Pinson, A. Rey, V. Escalante, A. Perez, U. Calluen, and D. Lasam. The following teachers spent just a few days in Baguio: Mr. and Mrs. T. Taguinod and child, Messrs. J. Sumabat, P. Espiritu, I. Collado, and Miss B. Amorin.

The autobus that carried a party of the teachers from Baguio after the summer classes got out of control and bumped against a hillside as it descended the Naguillian trail. Result: Miss Paula Felix minus two front teeth, Mr. Juan Aragones had one finger almost severed, and a few others received slight bruises.

Cagayan was also represented in the summer classes of the Philippine normal school at Manila by Mrs. Maria M. Taguinod, Miss Mercedes Morales, Messrs. P. Lingan, B. Maramag, C. Pagulayan, P. Mangabang, and E. B. Turingan. The industrial supervisor took summer courses in English and education in the university of the Philippines and the National university.

This year's normal institute was held in Aparri from May 28 to June 18. Its organization and management were patterned after those of the Philippine normal school. Special emphasis was laid on methods of teaching the fundamental subjects, phonics, and writing. English, for the first time, was given for all teachers and was taught by Mr. R. H. Steffens, and Mr. and Mrs. Paul D. Baker, high school teachers. A number of socials were held during the institute, the last one being the farewell dance given on the night of June 17, which was well attended, and enjoyed by all. The institute work was a success. Supt. Eddy S. Merritt, acted as principal.

The Cagayan teachers' educational association conducted a mess and dormitory for teachers during the institute with Mr. Nemesio Furagganan, supervising teacher of Aparri, as manager. The board of directors of this association for 1926-27 consists of the following elected officers: Mr. Teodorico Taguinod, president; Mr. Andres Collado, vice-president; Miss Petrona Macadaeg, treasurer; Mr. Felipe Franco, secretary; and Mr. Agustin Palattao, elective member of the board.

The new supervising teachers are Mr. Andres Collado for Sanchez Mira district and Mr. Juan Cortina for Solana district. Messrs. Juan Aragones and Cecilio Felix, formerly supervising teachers of these districts, have been transferred to Lallo and Tuao districts, respectively.

The new central school principals are Mr. Jose Siazon, Tuguegarao; Mr. Vicente Maddela, Aparri; Mr. Felipe, Abon, Lallo; Miss Pura Quinto, Iguig; Mr. Teofilo Ruiz, Piat; Mr. Narciso Doran, Claveria; Mr. Demetrio Aguinaldo, Sanchez Mira; Mr. Roberto Ravelo, Langanan; Mr. Pedro Espiritu, Gonzaga; Mr. Salvador Mabazza, Rizal; and Mrs. Maria T. Rivera, Baggao.

The enrolment in the high school this year is 1035 as compared with 991 of last year. The new teachers are Mr. Cyrus A. Knutson (principal), Mrs. Lilian Knutson, Misses Carmen Quinto and Consuelo Rapadas, Messrs. F. de la Torre, J. C. Monje, and P. C. Maguigad. Mr. Arthur T. Heidenreich, the former principal, is transferred to the principalship of Pangasinan high school. Mr. R. H. Steffens is also transferred as principal of the Manila south high school.

Mrs. Dorothy H. Merritt, high school teacher, spent about three months in Manila during the summer. She was under medical treatment.

The late arrivals are Mr. Eulalio B. Alfonso, transferred from Bohol, as academic supervisor versus Mrs. Rafaela D. Gaffud, resigned, and Mr. Lazaro Cruz from Rizal as principal of the provincial normal training department of the Cagayan high school, a new position.

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Miss Mary E. Polley, superintendent on special detail, was in the province from July 8 to July 18. She visited the high school, ten central schools, and five barrio schools, reaching as far north as Ballesteros and Buguey. She expressed satisfaction with most of the work she saw.

Through the initiative of Governor Proceso Sebastian, the provincial board has set aside P10,000 as barrio school building aid. The board has also provided funds for the construction of a semi-permanent building, plan No. 10, to house the normal training department of the high school.

*Teodoro Taguinod.*

### Camarines Norte

Mr. Andres Carrillo, formerly chief clerk for the division of Bukidnon, is now the chief clerk for this division. Mr. Pantaleon Soriano, his predecessor, is now chief clerk for Bukidnon in Mr. Carrillo's place.

Mr. Felipe Santiago and Mr. Salvador Fernandez are new teachers in the high school. Mr. Santiago is a recent graduate of the university of Illinois. Mr. Fernandez was formerly a pensionado of the government in the university of Michigan.

The district of Daet has new supervising teacher, Makario Peñaflor. Mr. Peñaflor was formerly a supervising teacher in Masbate. He is a graduate of the Philippine normal school.

Mr. Francisco Ilagan, another Philippine normal school graduate, has recently been transferred to this division from Cavite. Mr. Ilagan is now acting principal of Labo central school vice Mr. Severo Registrado, resigned.

Mr. Geo. Rummel of the Philippine Education Company was in the division for a few days during the Daet Institute last June.

The last of a series of four regional institutes for the division at Daet, Labo, Indan, and Paracale has just been concluded.

The proper observance of the course of study and the effective use of the prescribed texts were emphasized during the regional institutes. In grades I and II and even in the higher elementary grades stress was placed on the use of objects and pictures. Improved methods of using charts, graphs, tables, maps, meter sticks, liter measures, and similar devices were demonstrated to the teachers. Effective types of teaching reading and better methods of arithmetic teaching and drills were also demonstrated during the institutes. Prominence was also given to the proper use of the dictionary and of library books.

Miss Adelina Alvarez, a traveling industrial teacher for the general office was in the division from July 6 to July 24. Practical methods of teaching girls' industrial work were taught by her to the women teachers who attended the Indan and Paracale institutes and to all the other women teachers of Indan and Paracale central schools. She also gave instructive lectures on food selection.

Miss Eulogia Estepa, Red Cross nurse for the province, is now detailed at Capalonga. Her work includes giving medical treatment for slight ailments of the eyes, nose, ears, etc., of school children. Vaccination is another important part of her work.

*Florentino Cadiz.*

### Capiz

Mr. J. M. Swartz, division superintendent, has been transferred to Ilocos Sur. Mr. William R. Hamme, who returned to the United States about two years ago to complete his college work, succeeded him. He had been superintendent for Occidental Negros for several years. Mr. Jose R. Suarez, division academic supervisor, has been transferred to Camarines Sur in the same capacity, and Mr. Benigno V. Aldana from Pangasinan, has been appointed to the same post. Mr. John D. Stumbo, former principal of Surigao high school succeeded Mr. Clarence Vaughan as principal of the Capiz high school. Mr. Eustaquio Laurente, supervising teacher of Mambusao district, resigned from the service, and his place was taken by Mr. Jose Coching, former principal of Panitan Elementary School.

The following new teachers have been assigned to the high school: Mrs. Sarah E. Hamme, Miss Honorata Ramirez, Miss Florence V. Pearson, Mr. Jack La Forge, Mr. Mamerto Morales, Mr. Dioscoro Alba and Mr. Catalino Babasa. The municipal teachers who have been recommended for insular appointment are: Mr. Enrico Malilay, principal of Makab elementary school, Mr. Epimaco Elijay, principal of Malinao elementary school, and Mr. Sebastian Alba, principal of Mambusao elementary school.

Due to the efforts of the new superintendent, the normal course of the high school will have a new training school building, ready for occupancy the middle of September. Miss Juana Ner, for several years a teacher in the high school, and a member of Class 1926 of the Philippine normal school, will be in charge of the training department.

Efforts are being exerted to make this year the banner year for the division. The recent junior Red Cross drive was a complete success. The services of more junior Red Cross

dentists will be secured. The campaign for better English is being pushed with the utmost vigor, and that for more libraries is in full swing. "A library for every school," is the slogan. Already several districts have secured 100% in the campaign, but to Dao district, under Mr. Potenciano Kapunan, belongs the distinction of heading the list. An order for professional books has been placed with the Philippine Education Company to form the nucleus of a division professional library. The balance of the normal institute fund amounting to P277.02 is being used for this purpose. The books will be lent to teachers. The Capiz School Bulletin which recently made its initial bow to the teachers, contained in part the following information:

"Of all the schools visited during the months of June, July and the early part of August, the following stood preeminent in the activity written before the name of the school:

Best playground equipment—Dumalag, Mr. J. Castro, principal  
 Close second—Dao, Miss Paz Alay, principal  
 Best garden—Altavas, under Mr. Sabas del Rosario  
 Close second—Malinao, under Mr. Carlos Yerro  
 Best intermediate composition work—Malinao, Mr. E. Elijay, principal  
 First district to have 100% in libraries—Dao, Mr. Potenciano Kapunan, supervising teacher  
 Best domestic science work—Numancia, under Miss J. Morales  
 Best organized primary school—Capiz, Mrs. J. Ibañez, principal  
 Best English campaign—New Washington, Mrs. C. Meñez, principal  
 Well-kept grounds—Ibajay, Miss Conrada Vega, principal  
 Best rose garden—Numancia, Mr. Jesus Aranas, principal  
 Close second—Farm School, Mr. C. Zarate, principal  
 Greatest progress made in grade I—Pontevedra central school  
 " " " " " II—Kalibo central school  
 " " " " " III—Ibajay central school  
 " " " " " IV—Capiz central school  
 Well-kept toilets—Numancia district, Mr. Leoncio Kimpo, supervising teacher  
 Best native baskets—Mambusao, under Mr. M. Baranda  
 Best Polangui baskets—Luisan, under Mr. R. Andada  
 Best bamboo chairs—Sigma, under Mr. Martin Arbis  
 Well equipped gardens—Dumarao, under Messrs. Duran and Valinasoy  
 Best physical education—New Washington, Mrs. C. Meñez, principal  
 Close second—Capiz central school, Mrs. J. Ibañez, principal

*Benigno V. Aldana.*

### Iloilo

Alejandro Mirasol, one of the richest men of Mandurriao has donated another concrete building to the town for domestic science classes. It will be one of the most modern buildings in the province. He had already donated the intermediate building. In connection with the inauguration of the building, a program will be held with Mr. Serapion Torre, President of Iloilo City among the speakers.

The normal institute which began June 1 and closed June 11 was carried on with great success.

The most important thing introduced in the normal institute was the method of conducting reading recitations and silent reading tests in all grades. More emphasis is to be given to silent reading than to oral reading in all grades.

The opening of the school year 1926-1927, witnessed many changes in the teaching force of the district of Jaro. Mr. Pablo Bion, who was for the past two years supervising teacher for the district of Santa Barbara is returned to his old place as supervising teacher in the district of Jaro. Mr. Simplicio Arquero, for two years supervisor of Jaro is assigned to take the place of Mr. Bion.

Among the new teachers appointed in the district of Jaro are: The Misses Soledad Jallorina, Narcisca Rivera, Natividad Jamuland, Salud Peñafrancia, Purificacion Militar, Purificacion Ledesma, and Leonila Dalmacio, and Messrs. Luis Salvilla and Epifanio Jallorina.

The first is a graduate of the Iloilo provincial normal school while the rest are graduates of the Iloilo high school.

The new academic supervisor for Iloilo is Mr. Venancio Neyra from Cebu. He took the place of acting supervisor Miss Adela Tampo who was assigned principal of the normal training department of the provincial normal school. Miss Pilar Lacina, the former principal was appointed a critic teacher for Albay. Mr. Neyra put into effect at once the new silent reading test from the second grade to the highest. Grabs for speed and comprehension are placed in every class room, on which the speed and comprehension in per cents of every pupil is recorded. In addition to the class room work a library table is placed in every classroom with books for the pupils to read after they have finished their seat work.

A tuition fee of P15.00 and a matriculation fee of P4.00 was asked from every student enrolling in the high school. A great number of students were turned away due to lack of accommodations. The new principal of the high school is Mr. Parker. The new principal of the Iloilo normal school is Mrs. Clauson, wife of the division superintendent. Mr. Apolonio Ramos who was pensioned by the government to the United States is assigned as a teacher in the normal school.

Barotac Nuevo is suffering much from dysentery, which is attacking a great number of children in the community. The reports run that from five to six children a day die of the disease. Many other towns are reporting the same disease.

*Antonio J. Villaflor.*



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### Isabela

The training school was held in Ilagan from May 17 to 28, and the normal institute, June 1 to 19. Only new applicants who were secondary graduates or above, and former teachers recommended by competent authority, were admitted in the training classes. All the elementary teachers except those at the farm schools, and the aspirants who had shown proficiency and fitness for school work during the training classes, attended the institute.

The Ilagan literacy campaign celebrations were held on June 19. There was a parade in which government officials, teachers, students, and pupils took part. Mr. Donato B. Boado, principal of high school, was the master of ceremonies in the program that followed the parade. Among those who delivered speeches were the governor, the municipal president of Ilagan, Att. Tagorda, ex-governor Pascual Paguirigan, and ex-president Eliseo Cabasal.

There is a slight increase of enrollment in both the secondary and the elementary schools.

Mr. Gaspar Suguitan, academic supervisor, has been transferred to Bohol in the same capacity. On June 30, he was presented at the high school with a beautiful gold watch by the Isabela teachers' association through its president, Mr. Donato B. Boado, principal of the high school. On the evening of the same day, he was given a party by the Ilagan teachers at the residence of Supt. John H. Manning Butler. Mr. Suguitan has been succeeded by Mr. Patricio Gozum.

Miss Mary E. Polley of the general office visited the Isabela schools in July. A reception in her honor was given by the Ilagan teachers at the house of the superintendent.

Fourth of July was duly celebrated by the Ilagan schools with a parade and program presented by the elementary and high schools. Miss Mary E. Polley gave a short talk.

The pupils of Jones farm school have recently cleared 8 hectares of additional land now all planted to rice.

Miss Marciana Palteng has been appointed the first assistant industrial supervisor for Isabela. The following Philippine normal school graduates have been given insular appointments:

Mr. Bernardino Malab, principal, Auitan elementary school  
Mr. Lino Bueno, principal, Cabagan elementary school  
Mr. Miguel Gaffud, principal, Echague elementary school  
Mr. Constantino Gantiao, principal, Cauayan elementary school

The other Philippine normal school graduates have been assigned as follows:

Miss Ramona Palteng, assistant principal, Ilagan elementary school  
Mr. Antonio Malab, principal, Tumauini elementary school  
Mr. Vicente P. Salvador, principal, Angadanan elementary school  
Mr. Pablo Gaurian, intermediate teacher, Santiago elementary school  
Patricio Gozum.

### La Union

The provincial board has recently approved a resolution authorizing the use of the southern half of the public plaza for playground purposes. The eastern quadrant is for high school girls; and the western for boys.

Spanish is offered to senior students of the high school. Although this is an optional subject, many students have enrolled. Classes in teaching methods and observation have been organized in the high school. Students enroll in these classes observe the model classes in San Fernando elementary school.

Mr. O. H. Charles of the general office visited the high school on July 22 and 23. He left for the northern provinces on the 24th. On August 12, on his return, Mr. Charles visited some schools in the northern part of the division.

Among the new arrivals assigned to the high school are Mr. and Mrs. Clemens M. Lins, Miss Rachel Moore, Mr. Mark C. H. Owens, and Miss Gertrude Chamberlain.

The following professional reading is required of all teachers in the division during the present school year:

#### a. For elementary teachers—

1. "Foundations of Method, Informal Talks on Teaching"—William Heard Kilpatrick.
2. "How to Teach Reading"—Pennel and Cusack.
3. "Primary or Intermediate Course of Study."
4. One approved educational magazine, such as, "Philippine Education Magazine," or "The Philippine Journal of Education," besides the "La Union Teacher."
5. In addition, lessons in English and Phonics should be conducted.

#### b. For principals and supervising teachers—

1. All items listed in a.
2. "Classroom Tests"—Russell.
3. "Preparation and Use of New-type Examinations"—Patterson (Supplementary)

#### c. For secondary teachers—

1. Any two of the professional books recommended for high school teachers in Academic Bulletin Nos. 8 and 11, s. 1925 and No. 10, s. 1926.
2. Any one of the professional periodicals recommended in Academic Bulletin No. 11, s. 1925.

For intermediate teachers who are not assigned to teach reading, any one of the following subjects may be substituted for Pennel and Cusack's "How to Teach Reading"—

1. "Teaching of Arithmetic"—Brown and Coffman.
2. "Self-help Methods of Teaching English"—Wohlforth.
3. "Geographic Principles, their Application to the Elementary School"—Ridgely.

"An Introduction to Teaching" by Bagley and Ke'th may be used instead of "Foundations of Method, Informal Talks on Teaching" by Kilpatrick at the discretion of the teachers. "One Hundred Ways of Teaching Silent Reading" by Smith may be used as supplement to "How to Teach Reading" by Pennel and Cusack.

Two standard classrooms are added to the school buildings of Agoo and of San Juan. Two rooms are also being added to the school building of Luna. The domestic science buildings in Aringay and in Rosario are nearing their completion. These buildings will be the best of their kind in the division.

The amount of P9,636 was collected as the first semestral tuition fees of the high school students. Approximately the same sum will be collected during the second semester.

Mr. Luis F6, principal of Nagulian elementary school, and Mr. Constantino Vereles, principal Tubao elementary school, have exchanged places.

Mushroom growing is encouraged as a part of the garden work in all schools of the division. At least one mushroom plot is prepared in every school garden. The work is also expended into the pupils' homes by encouraging pupils to have one mushroom plot in their home gardens.

It is with deep regret that we report the death of the father of Miss Maria L. Abellera, traveling academic teacher; and the death of the youngest daughter of Mr. Justo de Leon, the division industrial supervisor. The teachers as whole offer their profoundest sympathy.

E. J. de Guzman

### Marinduque

The normal institute was held at Boac from May 31 to June 19. The most important features were demonstration teaching and teachers' reading course, including oral English. The demonstration teachers were Mrs. Pilar M. Malubag in grade I methods, Miss Benigna Basco in grade II methods, Mr. Maximo Lutao in grade III methods, Mr. Martin Reynoso in grade IV methods, and Miss Paz Zoleta, Mr. Damaso Reginio and Mr. Roman Ricamara in intermediate methods.

Following are some of the transfers and assignments made this year in the division:

Mr. Agaton Perlada,	supervising teacher to	Torrijos
Mr. Vicente Rey,	" "	Gasan
Mr. Solomon Magana,	" "	Boac
Mr. Theodore Rejano,	" "	Santa Cruz
Mr. Jose Garcia,	" "	Mogmog
Mr. Luciano Relin,	principal teacher to	Buenavista
Miss Concepcion Lecaros,	" "	Boac
Mr. Macario Lecaros,	" "	Santa Cruz
Mr. Gregorio Puertollano,	" "	Gasan
Mr. Constantino Malvar,	" "	Mogmog
Mr. Vicente Barbosa,	" "	Torrijos
Mr. Severino Mascariñas,	" "	Poras

During the early week of July some prominent persons made a round of visits to Torrijos. The first group was that of Mr. M. Kasilag, chief constructing engineer of the bureau of public works, together with the district engineer, Mr. Buenaventura and surveyor, Mr. D. An. The second group was composed of Dr. San Juan, district health officer, and Miss Lumawig, district nurse. The third was from Santa Cruz, composed of Dr. de Leon of the Malindig institute, Dr. Unson, and Miss F. Ramos and Miss M. Olaño, puericulture nurses.

Eduardo Lagman.

### Laguna

The teachers who attended the institute this year at Pagsanjan donated money for a fence to be put around the Balintawak monument. The spot marks the place where a battle was fought between the Spaniards and Filipinos in 1896 and where some brave soldiers died.

Dr. Carreon and Dr. Agunod of the general office gave tests to the Calamba, San Pablo, Sta. Cruz, and Pagsanjan elementary schools and to the Laguna high school on June 30, July 1 and 2. Their visit was both instructive and enjoyable.

Miss Obdulia Concepcion, formerly principal of the Nagcarlan elementary school, was transferred to the Philippine normal school as critic teacher. Mr. Federico Ongpauco took her place.

A party in honor of Mr. and Mrs. R. G. McLeod was given by the division office force, the high school and Sta. Cruz elementary school teachers on July 10. Mr. McLeod, superintendent of schools, left on leave for the States on the Transport "Somme" July 15. Mr. B. M. Boyers is the acting superintendent for the division.

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The Calamba district held a visiting day on July 30. The regular daily program was carried out in the morning. Teachers attended the industrial and phonics classes in the afternoon. An ice-cream party was given by the Calamba teachers to the visiting teachers. In the evening, a dance was given in honor of Mr. and Mrs. B. M. Boyers on the school tennis court. Before the dance, a program of native dances and songs was held. Teachers from Calamba, Los Baños, Bay, and Calawan took part.

The San Pablo district held a district institute from August 9 to 12 inclusive. Model classes were held in the morning observed by all the teachers. Conferences, classes in phonics, music, writing, and industrial work were held for teachers in the afternoon. The teachers got much good out of the classes and will go back to their own work much wiser than before.

The teachers were entertained in the shop building on August 7 and 8 by cinematograph shows. San Pablo has a school cinematograph. A closing program was held in the afternoon of August 12. The superintendent gave an inspiring talk to the teachers. The municipal president of San Pablo and a councilor also talked to the teachers. The program was followed by a dance.

*Adela Maceda.*

### Lanao

The normal institute was held at Camp Keithley school as usual from May 1 to June 11. English, methods, and educational measurement were given the most emphasis. An intelligence test was given to all teachers in the institute at the end of the first week in addition to the daily English objective tests and the final test. There were 110 teachers in attendance. The farewell dance given on the evening of June 10 was a success.

Mr. Fausto Rabor, principal of Iligan intermediate school, resigned last March. Mr. Catalino Pestano, a graduate of the Philippine normal school, succeeded him. Miss Porfiria Baddelles, B.S. in education, and Mr. Jose Koppin are among the newly appointed teachers.

Three teachers took the junior woodworking, thirty, the junior teacher, and three, the teacher examinations last March.

Because of the closing of schools around the Lake, it was deemed necessary to consolidate the districts of Tamparan, Ganassi, and Dansalan into one district under the supervision of Mr. Marcelo T. Paiso.

A launch costing P1500 was recently bought by the bureau of education for Kolabugan district to replace the old one which was destroyed last school year while being used by one of the members of the local auditor's office.

On Friday, July 2 at about 3 o'clock in the afternoon, a farmer and his daughter were killed by Moros not far from Buru'un school. Three of the criminals are said to have been arrested by the constabulary, but one is still at large.

Lt. Rafael Ramos was recently appointed assistant provincial commander succeeding Lt. Alejandro.

President Bernabe Duran of Dansalan was confined in the hospital for over two weeks on account of a wound on his neck inflicted by a Moro while he was shopping in one of the local Chinese stores at about 8 o'clock in the evening. The storekeeper was also wounded on the arm.

A second year class was opened in Lumbatan agricultural school this year. The present enrolment of the school is 98. Fifth grade classes were opened in Maigo and Buru'un schools and a sixth grade class in Binuni.

Mr. Donato Ducusin, provincial treasurer, Lt. Rafael Ramos, assistant provincial commander; and the academic supervisor visited Malabang on July 21 to 23. An escort of 15 constabulary men from Ganassi accompanied them half-way and another escort from Malabang met them. The trip is about 35 kilometers.

On July 23 two constabulary soldiers were wounded in the arm as a result of an attack made by two Moros armed with daggers near the market place at Bayang. The soldiers were guarding the linemen putting up the telephone line. The assailants were killed.

Because the telephone line cannot very well be put up without much trouble through Tugaya, it was thought best by the provincial authorities to construct the line via Tamparan, Masiu, Lumbatan and Bayang to Ganassi. The work is nearing completion.

Mr. J. Scott McCormick, acting chief of the academic division is at present here inspecting the schools around the lake, along the Iligan-Dansalan road and along the coast.

Mr. G. I. Smith, principal of Lumbatan agricultural school, is confined at the public hospital due to a broken leg incurred while playing golf at Camp Keithley on August 1. The academic supervisor was sent to Lumbatan to relieve him.

Camp Keithley and Dansalan will soon be well illuminated by electric lights. The plant is being installed by a private company under the management of Mr. Benjamin Andrada, an ex-lieutenant of the constabulary.

*Rufino Farin.*

### Masbate

With a full attendance this year's normal institute was held in Masbate June 1-18. Emphasis was laid on silent and oral reading, the use of the 5-minute check-up periods and the motivation of drawing in connection with seat work. Phonics and English were also connected with seat work. Phonic and English were also emphasized. Teachers were shown how to use the objective types of examination and how to transmute test scores into percentage.

One of the features of the institute was the giving of the Otis group intelligence scale to all teachers in the division. The range obtained was 54-162; the median, 95. The division office expects to give another test before the year is over.

In its recent visits to the districts the division office forced did follow-up work in phonics and practical English with the teachers. It is hoped that the pronunciation and the English of the children will be greatly improved by first improving the pronunciation and the English of the teachers.

Institutional analyses of the important industries of Masbate are being started, the supervising teachers having been assigned definite industries to investigate. The following will be studied: Syndicate Mining Co., guano mining, fishing, cattle raising, copra production, and railroad tie and lumber industries. Much local material for classroom use is expected from these analyses.

The division has several building projects at present. One of the buildings of the Masbate central school, for which an insular aid of P2,500 has been secured, is being completed. The semi-permanent domestic science building of Batuan is almost completed. Materials for the schoolhouses for Cataingan Central and Batuhan have already been received by the district engineer. Work on these buildings will be started this month.

Masbate high school has four new teachers. They are: Miss Maria D. Justo, Mr. Remegio Villaseñor, Mr. Vicente M. Ahorro, and Mr. Domingo L. Ayuyang.

*Jose V. Aguilar*

The Masbate high school has established a local newspaper called the "The Free Opinion". This new organ has for its aim to prepare the people of the province in general and the students in particular, in ways of independent living. Another aim is to foster among the people public spirit.

This paper was started by the senior class upon the suggestion of Mr. Villaflo, our principal and instructor in English. The officers are as follows:

Editorial staff	Miss Cristeta Castillo (Chief)
Board of managers	Mr. Manuel Margallo (Chief)
Board of directors	Mr. A. Villaflo (Chairman)
Board of censors	Mr. A. Villaflo
Board of Reviewer	Miss Obdulia Curantes

With an original capital of P25 this organ has won a foothold, and general support. The members of the senior class are all stock-holders and there are some from the other classes.

Subscribers from all over the province and others from any place accessible by mail are admitted. The subscription rate is P.50 a year and the price of each copy is P.05. It is published twice a month, and so the subscribers do not lose anything but enjoy reading some local news regularly.

*Domiciano B. Monticalvo.*

### Palawan

The school year 1926-27 opens in the division of Palawan with a smaller number of schools than last year because of financial difficulties. For this same reason, several teachers have been separated from the service. With the exception of four already appointed and three others that have been selected as candidates for probable vacancies in Cuyo district, the 1926 high school graduates, almost all of whom are aspiring to become teachers, are at a loss as to where to find work.

Shortage of funds for traveling expenses is mainly responsible for the holding of district normal institutes, one in each district this year, instead of two as last year. Cuyo district institute started on June 1 with all teachers in attendance. It will last for two weeks. Other district institutes will be held as follows:

Coron	June 7-26
Brooke's Point	Aug. 30-Sept. 10
Pto. Princesa	Sept. 13-24
Bacuit	Sept. 27-Oct. 8

A welcome dance was held on May 29 in the provincial school building. Beginning with June 3, there will be entertainments in the domestic science building every other night for teachers. The idea is: "all work and no social makes teachers dull." Mr. Gonzales, the supervising teacher, devotes one hour every day to the discussion of mental and intelligence tests.

Mr. Justo Ramos, the superintendent, Mr. Devera, the principal of the high school, and other insular teachers are expected to arrive from Manila about June 9.

Messrs. Mariano Villagracia, Marcelo San Juan, and Juanito M. Vicente have been appointed teacher pensionados at the Philippine normal school.



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Mr. Eulalio Palao will be the new principal of Manamoc elementary school. Mr. and Mrs. Carlos Fernandez have been transferred to Araceli, Mr. Fernandez to act as principal.

The following insular aid for school building projects has been allotted to this division:

Bacuit elementary school	P1,500.00
Igabas	3,500.00
Pawa	3,500.00
Araceli	3,000.00
Casian	1,500.00
Luchuan	3,500.00

Funds for Bacuit, Pawa, Araceli, and Casian have been released. According to the district engineer, a requisition for the materials needed for the building of these schools has already been made. It is hoped that the construction of the school projects in question will soon be started.

With the opening of schools, the Cuyo hospital personnel will inevitably meet great difficulties at the dispensary for want of medicines and other supplies. As a matter of fact, toilet paper is now being used in dressing wounds and sores. Not a drop of castor oil can be had from either the hospital or the stores in the locality.

Mr. Gil Mallare, district engineer, arrived on June 28 from Puerto Princesa to inspect the public works in Cuyo. The repair of the provincial school building was started immediately after his arrival.

The Cuyo normal institute was closed on June 12 by a farewell dance in honor of the departing teachers.

The new insular teachers in the division are:

- Mr. José P. Abrera—provincial school
- Cecilio Areola—provincial school
- Domingo Vales—Balala, Culion, Coron
- Esteban L. José—academic supervisor

Mr. Filomeno G. Parong has been assigned to Puerto Princesa central school as principal; Dr. Toribio Ortega, to Aborlan agricultural school; Mr. Pantaleon Bacomo, to the provincial school; Mr. and Mrs. Nelmida, to Coron central; and Mr. and Mrs. Sanchez, to Cuyo.

The provincial board has passed a resolution requiring secondary students to pay tuition fees as follows:

1st Year	P 5.00
2nd	7.00
3rd	10.00
4th	15.00

These do not include the usual annual library and athletic fees of P4.00 required of every student.

His Excellency, the Governor-General, and party arrived in Cuyo on July 6 and left on the same day after a short conference with the town officials. Among other things, he suggested that Cuyo wharf be provided with steps for the convenience of the public.

Dr. Peñalosa and family arrived in Cuyo July 6. He is to succeed Dr. Jagunap as chief of Cuyo hospital. Dr. Peñalosa finds that the hospital, with a capacity of fifteen beds, a pretty big crowd at the dispensary every day, and the many outside calls that have to be attended to, badly needs at least one more nurse and that it should be made possible for the hospital to accept student-nurses to relieve the congestion. The people, Dr. Peñalosa intimated, should be made to understand the value of going to the hospital for treatment and should be properly attended when they ask for help.

Superintendent Ramos, and Mr. Socrates left Cuyo on July 7 by the S. S. "Midget" for Culion and Coron. Mr. Ramos, later, took the "Polillo" at Culion for southern Palawan.

Cuyo is again attacked by diarrhoea, cough and slight influenza. Many deaths have been reported from diarrhoea, children being the chief victims.

The senior class of the high school held its inaugural program on July 9.

A reception and farewell dance was held at the provincial school hall on the night of July 10 in honor of Dr. and Mrs. Peñalosa and Dr. and Mrs. Jagunap, respectively. The incoming doctor requested the cooperation of everybody especially of town officials and the bureau of education.

Shortly after his arrival, Dr. Peñalosa sent a rush requisition to Manila for medicines and hospital supplies. He found the hospital pharmacy over-stocked with drugs which are not very necessary and which have been there for a long time already, while on the other hand it is empty of simple remedies.

Mr. Gonzales, supervising teacher for Cuyo, and Mr. Jose left on July 13 for Agutaya and the neighboring islands, but before reaching the island of Canipó their pango was driven back to Cuyo by a strong gale from the northwest.

In line with the campaign against illiteracy, Mr. Javier Ponce de Leon, a teacher in the provincial school, holds afternoon classes by the public well of the barrio of Marignán in the open air. The people are very much interested in learning how to read and write the local dialect.

José Torres Crisostomo.

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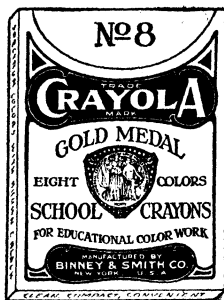
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### Pangasinan

The "Seventh grade class organization" of San Quintin, gave a reception and program in honor of the incoming principal, Mr. Apolinario Perez, and their new teachers, Saturday evening, July 31, according to the class editor, Alvaro A. Carriño.

### Surigao

Superintendent Parham with his academic supervisor visited the schools on the Pacific coast on the provincial government launch, "Governor Kaimo," from July 7 to July 21. On this trip he saw the central schools of Cantilan, Carrascal, Lanuza, Tandag, Tago, Lianga, Hinatuan, Bislig, and Lingsig. On his way home he also saw the central schools of Gigaquit and Bacuag. He says that he is pleased with the work in Bislig and very well satisfied with the academic work, especially of Cantilan. He marked Miss Guazon of Cantilan as a promising reading teacher for intermediate grades.

Industrial work in all schools visited was fairly well started. Tandag, Gigaquit, and Bacuag have stocks of materials gathered by the pupils under the leadership of their respective industrial teacher. Tandag leads them all in Course 23-C so far.

Following shows the assignment of supervisors in the division:

- |                        |                                |
|------------------------|--------------------------------|
| 1. Alfredo P. Shapit,  | academic industrial supervisor |
| 2. Otilio Navarro,     | farm supervisor, Lianga        |
| 3. Bartolome Santos,   | sup. teacher, Surigao district |
| 4. Gregorio Tolentino, | " " " Placer                   |
| 5. Modesto Gorgod,     | " " " Gigaquit                 |
| 6. Lino Arreza,        | " " " Cantilan                 |
| 7. Alfredo Solatan,    | " " " Tandag                   |
| 8. Isabelo Blanco,     | " " " Lianga                   |
| 9. Victorio Alfonso,   | " " " Hinatuan                 |
| 10. Quirino Villanos,  | " " " Dapa                     |
| 11. Eustaquio Palar,   | " " " Loreto                   |

Mr. Cirilo Guieb was transferred from Tandag to Placer as principal, Mr. Gabino Fetalvero from the provincial school to Tandag elementary school as principal, Mr. Rafael Tanyto from Placer to Bacuag elementary school as principal, and Mr. Agapito Bermudez from Lianga to Dinagat elementary school as principal. Other principals in the division are assigned as follows:

- |                              |                    |
|------------------------------|--------------------|
| 1. Bacuag elementary school, | Rafael Tanyto      |
| 2. Bislig " "                | Leoncio Quindigian |
| 3. Cantilan " "              | Antonio Arreza     |
| 4. Dapa " "                  | Victor Risma       |
| 5. Dinagat " "               | Agapito Bernadez   |
| 6. Carrascal " "             | Alejandro Manalang |
| 7. Gigaquit " "              | Conrado Perral     |
| 8. Hinatuan " "              | Santiago Pahati    |
| 9. Lanuza " "                | Miguel Miranda     |
| 10. Lianga " "               | Eufonio Lianto     |
| 11. Lingsig " "              | Miguel Uriarte     |
| 12. Loreto " "               | Jose Galleto       |
| 13. Numancia " "             | Floro Avelino      |
| 14. Placer " "               | Cirilo Guieb       |
| 15. Surigao " "              | Alfonso de Castro  |
| 16. Tago " "                 | Damian Pijoto      |
| 17. Tandag " "               | Gabino Fetalvero   |

Mr. J. S. McCormick, chief of the academic division visited the schools in the division from July 13 to July 17. The superintendent being away from the capital at that time, he had to postpone his intended visit to other schools in the division. During his stay he saw the central schools of Surigao and Placer, some barrio schools, and the high school. The teachers in the central school of Surigao highly appreciated his suggestions and comments on their work when he met them on Saturday, July 17. He left the division for Butuan the next day.

Mr. Roberto Untalan, a high school teacher, recently married Miss Remedios Garcia, a teacher in the central school of Surigao. The teachers of Surigao wish them a happy union.

Mr. Vicente Sian Melliza, justice of the peace Surigao, was appointed provincial fiscal of Masbate. His many friends in the province gave him an ice-cream party in the house of Mr. Inocencio Cortez and wished him success in his new position.

*Alfredo P. Shapit.*

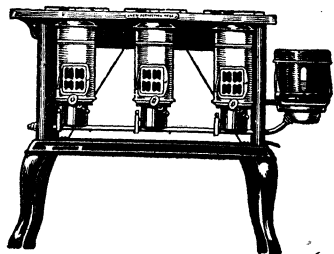
### Tayabas

The first sectional institute for this year was held in Atimonan, June 26 to July 3. Teachers from Atimonan, Alabat, Calawag, Catanawan, Lopez, Gumaca, Macalelon, Infanta, Baler and part of Pagbilao districts attended the Institute.

A farewell ball and banquet under the auspices of the Tayabas educational association was given in honor of the outgoing division superintendent and adviser of the association, Mr. Gilbert S. Perez. The association awarded Mr. G. S. Perez a big medal which symbolizes the teachers' admiration toward him.

The Atimonan educational chapter and the town people represented by the municipal officials offered a party and a ball, respectively, in honor of the Normalistas.

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The second sectional institute was held in Sariaya, Tayabas, July 7 to July 17. Teachers from Tiaong, Lucena, Pagbilao, Tayabas, Lueban and Mauban districts attended. There were also social activities. Sariaya chapter offered a reception and ball in honor of the incumbent division superintendent and adviser of the association, Mr. Leodegario Victorino. A party and a ball were given by the Lucena district teachers and the municipal officials of Sariaya, respectively, in honor of the teachers attending the institute.

Both institutes marked a great success in all phases of school work. Thanks are due to the model and critic teachers and to the people of Atimonan and Sariaya for the untiring efforts they extended in the accommodation of teachers.

At this writing, the superintendent, and the academic and industrial supervisors are out visiting the schools in the northern and eastern parts of the province.

*Ciriaco F. Ona.*

### Tarlac

The opening of the schools in June brought in many changes. With the organization of the fourth year class, the provincial normal course is now complete. The training department is run in the new Tarlac central school building under the management of Mr. Telesforo B. Concepcion, with whom three of our good Philippine normal school graduates work as demonstration teachers. According to the work the student teachers are doing, there is every indication that the normal course will turn out good material for teachers next year. Achievement tests were given to 59 selected applicants in the first year of the normal course, and only those who ranked well were admitted.

Mr. Orville A. Babcock, with Mrs. Babcock, was transferred to Rizal as principal of the high school. Tarlac's new principal is Mr. Harry E. Moore. Mr. Luis H. Lisk, an old timer of Tarlac, was made principal of Sulu, and Mrs. Von Haverbeck went to the States on leave. The student body regrets the loss of the services of such good teachers. However, the assignment of Mrs. Moore, Miss Johnston and Mr. Neal, together with the appointment of six university graduates, who relieved the P. N. S. graduates transferred to the field, has made the teaching force in the high school the strongest the institution has had for years.

The increase in the tuition for the general course from P6.00 to P16.00 per year did not cause any noticeable number of students to go to the trade school nor to enroll in the normal course. There was some increase in the number who enrolled in the domestic science course. It is understood that quite a number of intermediate school graduates went to farm and agricultural schools.

Every student in the high school is assigned to at least one full period of work in the library. It is also planned to provide each class room with a combination book case—dictionary stand of red narra, of the type used in the Pampanga high school. Every student in the high school is required to have and use an approved dictionary.

Of the 55 vacancies caused by resignations of under graduate teachers, 15 P. N. S., 9 Vigan normal and 10 Pangasinan normal graduates were given appointments. The rest of the vacancies were filled by those who ranked high in the achievement and pronunciation tests given to 87 applicants who were Tarlac high school graduates. More insular teachers were assigned as principals in the field as a result of the transfer of six insular positions from the high school. The following teachers were given insular appointments with assignment as follows:

1. Mr. Pedro Lorenzo, Santa Ignacia cent. elem., principal
2. Mr. Mauricio Labutong, Moncada cent. elem., principal
3. Mr. Jose Teodoro, Victoria cent. elem., principal
4. Mr. Bernardino Domingo, La Paz cent. elem., principal
5. Miss Rufina Reyes, Capas cent. elem., principal
6. Mr. Matias Tolentino, training department

Among the buildings just completed are a semi-permanent four-room building at Mayantoc, and one room building at Tinang donated by the Hon. Benigno S. Aquino, a two-room building at Murcia, Concepcion, a semi-permanent four-room building at O'Donnell, Capas and a two-room building at Matayumtayum, La Paz, deserve special mention. There were added four rooms to the present concrete central school building of Tarlac and two similar rooms to Victoria central school.

In the vacation institute for teachers, an achievement test was given to 109 teachers. Those who stood at the bottom of the list were asked to continue their studies in the high school.

Five sectional institutes were held this year at different places. The principals and supervising teachers and the classroom teachers prefer the sectional to the vacation institute, because of the effectiveness of the work and the individual attention given to teachers, and because economy of travel and expenses. In all the institutes, the following were emphasized.

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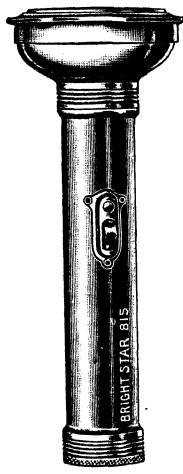
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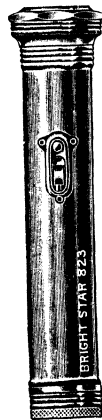
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Early in June, Mr. Charles, superintendent on special detail of the general office, visited Tarlac and found the work running smoothly. About the middle of July, Dr. Carreon and Dr. Agunod from the general office spent four days in Tarlac. They visited and tested in the schools of Concepcion, Camiling, Gerona, Victoria and Tarlac. In spite of their short stay, the principals and supervising teachers profited much from their conferences and thank them for their help and suggestions.

The reading circles were organized early this year, and are now given more attention, due to the abolition of teachers' examinations for regular high school subjects, which for years divided the attention of teachers with regards to their professional growth. Every teacher in the elementary grades spent from five to ten pesos for the purchase of good professional books used in connection with the reading circles.

Hilario S. Mercado.

#### PHILIPPINE PLOVERS

(Continued from page 209)

##### THE GRAY-HEADED LAPWING

The lapwing, *Microsarcops cinereus*, length about 35 centimeters, is larger than any other Philippine plover. The bill is about as long as the head and half as long as the tarsus. The hind toe is small and elevated. There are small webs between the anterior toes; that between the outer and the middle toe is the larger. Between the eye and the bill there is an unfeathered space, and next to the bill is a small tag of skin, called a "lappet," or "loral wattle." Near the bend of the wing there is a hard blunt knob. The upper parts, the chin, and the throat are drab; the breast and the abdomen are white. The tail and the larger wing feathers are black and white.

This lapwing spends the nesting season in eastern Siberia. The only Philippine specimen was collected near Manila.

##### THE GRAY PLOVER

The gray plover, *Squatarola squatarola*, is about 30 centimeters long; the wing about 19 centimeters. There is a minute elevated hind toe. The front toes are slightly webbed. The plumage of the upper parts is gray, mottled with white; below the plumage is black in summer and white or pale gray in winter. Gray plover is an appropriate name for this species when the birds are in winter plumage. In the Eastern United States the local name is black-bellied plover because of the color of the breeding plumage.

The gray plover is almost world-wide in distribution. It breeds in the Arctic regions and migrates in the fall to Australia, the Cape of Good Hope, and South America. It is a highly prized game bird and excellent food. In the Philippines it occurs along beaches and on tide flats but usually in smaller numbers than the golden plover.

##### THE GOLDEN PLOVERS

There are three species, or subspecies, of golden plovers. So far as known, only the Pacific golden plover, *Pluvialis fulvus*, visits the Philippines. This bird is a small edition of the gray plover, which it resembles in color pattern and in the change from a black-breasted breeding plumage to a light winter plumage. The upper parts are spangled with golden yellow instead of white. The toes are slightly webbed as in the gray plover, but there is no hind toe. This bird is about 22 centimeters long; the wing about 15 centimeters. This plover and, perhaps, the gray plover are called matang baca, "ox-eye," in the vicinity of Manila.

The Pacific golden plover nests in the Far North and migrates to Australia. It is a valuable game bird and usually occurs in greater numbers than the gray plover. The two may be seen on the same mud bank at low tide.



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## RINGED PLOVERS AND SAND PLOVERS

There are numerous species of small plovers that may be placed in the genus *Charadrius*. Many of them look much alike and differ but little in size. The upper parts are gray or brown, with or without a white or black and white collar; the underparts are white or nearly white the whole year, with or without a dark band across the chest. Sand plover is an appropriate name for most of these small plovers as many of them run along sandy sea beaches in pairs or small flocks. Ringed plover is an appropriate name for the species in which there is a collar. One species is called the Eastern dotterel, although the dotterel of Europe belongs to another genus. Six species of these small plovers are known to occur in the Philippines. The Malay sand plover and the little ringed plover are known to nest in the Islands; the others are migratory and nest in the Far North. The Eastern dotterel, culmen from base about 25, wing 155, is the largest and rarest Philippine species; the larger sand plover is the next in size, followed by the Mongolian plover; the other three species are considerably smaller, with the culmen 18 to 19 and wing 100 to 115.

Some of these small plovers occur in large flocks on extensive tide flats and can be killed without the exercise of any skill, so that they can scarcely be called game. The Malay sand plover and the little ringed plover are often found singly or in pairs along streams. They lay their eggs among the pebbles near a river.

## THE STILTS

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species is mostly white; the wings, the bill, and a collar are black; the legs are bright red. The bill is very slender, pointed, and nearly straight; the culmen from base is about 60. There is no hind toe and the front toes have small webs. The tarsus measures about 120.

Stilts usually live only in areas having large shallow lakes and marshes, where the long legs enable them to walk about with ease. The Philippine species, *Himantopus leucocephalus*, is abundant in parts of Mindanao, where it is perhaps resident, as it is in Australia. The nest, as seen in Australia, is variously described as "a bare shallow hollow in the earth" and "a slight structure of pieces of rushes and grass." There are four eggs in a nest. Both the birds and the eggs are said to be good food.

The rest of the shore birds, including the curlews, the sandpipers, the stints, and a few other groups, must be left until next month.

### THE BLOOD WORM

(Continued from page 209)

also would be interesting to know why it is that in a country such as the Philippines where infections with this parasite are fairly common, elephantiasis is so rare. Children below the age of four to ten years do not develop symptoms of Filariasis although they unquestionably are bitten by *Filaria*-carrying mosquitoes.

The treatment of this disease also is a serious problem. The worms are exceedingly resistant to drugs and, moreover, their death within the lymphatic vessels and glands may give rise to symptoms far more dangerous than the disease itself. Surgical operations for the relief of the gigantic enlargement of the limbs and other parts of the body that become involved in the dropsical complications are exceedingly formidable. In a heavily infected country it manifestly is impossible to give surgical relief to more than a small proportion of the native population. The afflicted ones therefore are compelled to bear the disfigurement and disablement as best they may and to their great credit it must be said that they do this with great fortitude.

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## WANDERINGS OF AGUINALDO

(Continued from page 206)

## A MEAL OF FISH MAKES THE PARTY THINK OF MANILA

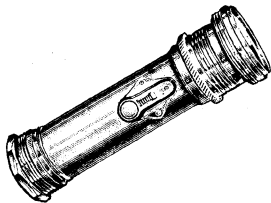
February 13.—This morning one of the Kalinga men living at this settlement presented the Honorable President six fish of the "tallong" variety, which we had served us for lunch. Our cook fixed them, making the renowned "sinigan" dish. The meal was scarcely ready when we all seated ourselves on the ground in a circle, prepared to eat in an extraordinary manner, because it should be borne in mind that from the month of November, when we commenced our flight to the present date we had only seen the appetizing pictures of fish, so we were joyful when we commenced eating. We said among ourselves—the Honorable President, V., B., Jeciel, and Carasco—that we were in Manila during those moments, and especially so seeing that we were covered with perspiration at the end of the meal. That was a great day for us.

About 1 o'clock the Honorable President became restless over the non-arrival of the soldier who the day before had been sent to Gamu and Reina Mercedes as the bearer of dispatches and who should have been back by 8 o'clock this morning.

The soldier returned at 10 o'clock at night, bringing with him a considerable quantity of rice.

February 14.—At 7 o'clock in the morning quite a lot of rice came up from Gamu. We now had some 38 bushels of rice.

At 3 p. m. there arrived here two farmers from the Nieto hacienda and made complaints against the manager of that hacienda and other persons for holding unpatriotic ideas and always abusing the cause that we are defending. As for the manager, the Honorable President had already received various denunciations against him. Therefore this afternoon he could no longer restrain himself, and so he ordered one company,



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under command of Lieutenant Tiago, to at once march to the hacienda and capture those unpatriotic persons.

At 5 o'clock in the afternoon the rice which has been collected was distributed among the soldiers, a little more than 3 quarts being allotted to each soldier for use on the trip.

### THE MARCH TO BUTIGUI

We arranged to leave Sili the following morning at daylight to go to Butigui, the next nearest settlement.

February 15.—We left Sili at 8 o'clock a. m. and marched toward the Butigui settlement. From that hour till 12:30 o'clock we passed through woods, but at the latter hour we commenced the ascent of the mountain ridges—an ascent which to us seemed endless, since while the sun was getting hotter and hotter, hunger and excessive fatigue was killing us, and all of this combined to make us sick with headache and nausea. We continued marching.

It was 3 o'clock and many of our soldiers were complaining of hunger and fatigue. The Honorable President ordered us to the marching so as to reach Butigui as soon as possible.

The sun was commencing to set. All the soldiers, now exhausted from hunger and fatigue, begged the Honorable President to allow them to cook just a little something to eat and have a short rest from their fatigue. The Honorable President agreed to do so, and ordered everybody to halt and cook and eat.

It was 5 o'clock in the afternoon when we found ourselves on top of the mountain ridges. We had dinner at 6 o'clock, after which we went to rest among the cogon.

February 16.—All awoke at 3 o'clock in the morning. We had breakfast at 4 o'clock, and at 5:30 o'clock, almost before it was good daylight, we resumed the march for the Butigui settlement. In view of the fact that we would soon arrive at Butigui, the Honorable President thought it would be well to save time by not halting long in this settlement, but to keep on until night should overtake us.

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We reached Butigui at 10:40 in the morning. The Honorable President gave orders for all to halt, eat, and afterwards march on to Balinsugan, another settlement, which was already in sight.

We left Butigui at 12:40 o'clock and reached Balinsugan 15 minutes before 3 p. m., after having crossed some very high mountain ridges. It is inhabited by the Kalingas.

It was only 2:45 p. m., and hence very early to rest, and the Honorable President considered it expedient that we should continue the march to the next settlement called Madalao. Meantime we rested in Balinsugan for some minutes while the rice offered us by the Kalingas was being packed up. At 2:50 p. m. we resumed the march, passing through the Cavalry Mountains, and ascending and descending among them. In short, after a great deal of suffering, we arrived in Madalao at 5:35 in the afternoon.

#### THE MOUNTAIN PEOPLE HIDE THEMSELVES

Here we found nobody, as the Ifugaos had gone off and hidden themselves, carrying along their things. Owing to this fact, we were unable to find even a single Ifugao to act as our guide to the next settlement. Neither did we have anything here to eat; and it should be especially borne in mind that nothing but lofty mountain ridges could be seen in every direction. Surely we had gone very far into the interior of this mountainous region, since we had been traveling among them for four days.

The Honorable President said that our situation was very critical and deplorable, because our chief enemy now was hunger, and, moreover, we should not continue our projected journey to Abra without having a guide through these mountains. "What shall we do?" said the Honorable President.

It was agreed that on the very next morning we should set out for the Bonaffa settlement, using as our guide the Ifugaos we brought with us from Balinsugan to Madalao. Therefore Major Gatmaitan was charged, under the strictest responsibility, with keeping watch over the said Ifugaos.

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The Honorable President gave orders that night for everybody to get up at 4 o'clock the next morning. He also sent 12 soldiers in search of 12 other soldiers who had not yet arrived on account of their having remained behind in charge of the two cows and a horse.

### THE MOUNTAINEERS SET TRAPS FOR AGUINALDO'S MEN

February 17.—At 4 o'clock in the morning we all got up to take a bite to eat. At 8:20 we set out on the march for Bonaffa, going through the mountains always. After many ascents and descents we finally reached the settlement at 11:30 a. m. As the trip we had just finished was a very short one, we had to continue on to Parasili, the next nearest settlement of the Ifugaos. Nevertheless, we rested in Bonaffa for one hour and a half. So, at 5 minutes to 1 o'clock p. m., we continued our trip through these mountain ridges, arriving at Parasili at about 5:10 p. m., after having suffered much pain enroute because the Ifugaos had placed in the road many pitfalls or staked sticks beneath the ground to be trod on by our feet. On account of this savagery on the part of the Igorrotes we had to lament three accidents in the shape of wounds to the feet resulting from those stakes or spikes.

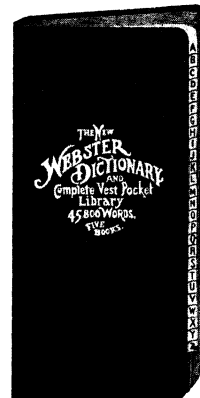
February 18.—On this date the Honorable President ordered that we would not leave this settlement before collecting sufficient rice to last us for a trip of three days. Hence orders were given for all the soldiers to go out and gather up all the unhulled rice the Ifugaos had left in their camarines, or storehouses, and then to clean or hull it, until each soldier should have about 9 quarts of rice. The soldiers did nothing but hull rice throughout the whole day. On the following day we were to resume the march.

February 19.—As the soldiers were unable to prepare enough rice for our journey, the Honorable President ordered the marching suspended for today, so the soldiers could continue cleaning rice. We were to march on the following morning.

At 4 p. m. a gentle rain commenced, and the sky was covered with clouds. The rain continued all night long.

February 20.—At daybreak it was still raining. The mud in the mountains is horrible, making it impossible, or, at least, very troublesome, to go up and down them. Our soldiers have no rain coats, and for this reason the Honorable President suspended our projected march for today until further orders.

In a conversation which the Honorable President had with an Ifugao this morning he found out that the road he was



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traveling on toward Abra is a very long one, and that there is a short road passing by the Banaffa settlement. Therefore, in view of this, the Honorable President ordered that whenever we left Parasili we should return to Banaffa, and from that point continue our journey to Abra Province.

#### FATIGUE, HUNGER, AND THIRST

February 21.—We were all up at 2 o'clock in the morning. At 4 o'clock we had breakfast. When we were ready to start the Honorable President called for the Kalingas who were to act as our guides and asked them if the horses could travel the road we were going to take. They answered, "No," and said the horses could only pass by way of Guinabuan. In view of this difficulty, the Honorable President ordered us to take the Guinabuan road. So, then, at 6 o'clock in the morning we started on the march for that point. We had scarcely gone any distance before encountering another very lofty mountain; it cost us three and a half hours' work to ascend to its top. Besides, we had to lament many accidents which happened to the soldiers. Señor Barcelona was attacked with a spell of heart trouble, and the same thing happened to many others, it being caused by the excessive fatigue and intense thirst.

We continued our march through these mountain ridges under the clear sun, and after any number of ascents and descents during a continuous march we reached the Guinabuan settlement. Without resting there we continued our march, and at 3 o'clock in the afternoon arrived at the Lutang settlement. We passed on to the Maralag settlement, reaching it at 3:20 o'clock. After resting for half an hour we left this settlement and set out for Caragoag, which we reached at 5 p. m. Throughout the day we had only eaten some sugar cane which we found along the roadside, but we had eaten no rice.

The Honorable President issued orders for us to spend the night in the last named settlement, and we did so, the night passing without incident.



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February 22.—Everybody was up at 4 o'clock in the morning. At 8:30 we left Caragaog and set out for the settlements located on the road to Abra. We reached the first one, Malabig, at 10:10 a. m. We did not rest at this one, but continued on to the succeeding settlements. In a few words, after a lot of ascending and descending among the mountain ridges, we came to the Boac settlement at 3 p. m.

As the majority of the soldiers were already played out on account of hunger, fatigue, heat, and especially their sore feet—for these mountain ridges are of rock—the Honorable President gave orders for us to rest until to-morrow.

February 23.—As is customary on our trips, everybody got up at 4 o'clock in the morning and commenced cooking something to eat. We ate breakfast at 6 o'clock, and at 7:30 we left Boac and marched toward Bila, the next nearest settlement of the Ifugaos.

After traversing lofty mountain ridges, we reached Bila at 10:25 a. m. The Honorable President calculated that if we should continue the march toward the next settlement we should not arrived there that day, never mind how much effort put forth. Hence he deemed it expedient for us, in spite of the carliness of our arrival, to spend the rest of the day in Bila and to resume the march on the morrow.

(To be continued)

#### THE PHILIPPINES FROM THE AIR

(Continued from page 202)

ing a momentum which normally would have enabled the plane to clear the water, the ship in this case would rise a few feet, fail to gain in altitude fast enough and have to be brought back to the surface. This happened twice with one plane, but on the third attempt on a longer straightaway, it managed to get up in the air. With the first one circling about, the other ship made a third and a fourth attempt without success, finally unloaded part of its burden of gasoline, and on the fifth try joined its companion in the skies. Once aloft, the clouds so obscured the mountain pass towards Iligan through which we had come three days ago, that this exit from the Lanao trap was impossible. Our maps showed another possible route, never before attempted by plane, over a wider strip of

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jungle and mountain, out to the Moro Gulf in the general direction of Cotabato and this we decided to try, forsaking the original route. The hazardous jump over land proved much shorter than was indicated on the map and after an interesting flight over the heart of the bandit country of Lanao, with two or three cottas visible from the plane, we passed out to the Moro Gulf, and followed the southern coast of Mindanao down to Zamboanga, where we rested that night.

#### CALL ON THE SULTAN OF SULU

Tuesday—Zamboanga, a smaller edition of Manila from the air, is a pretty sight from a plane and the day was so clear that we heartily enjoyed getting up in the air, passing the palm-fringed coast of Basilan and following a trail of little dots of islands to Jolo, only six degrees from the equator, and almost within sight of Borneo. We paid a call on the Sultan of Sulu, spent an hour or so in looking about the place and retraced our path in the afternoon to Zamboanga, less than an hour's flight. Here, to our surprise, was the third plane, the one that had been wrecked in Negros, repaired and flown safely the rest of the way.

#### ON THE WAY BACK A CRASH AND EXPLOSION IN LANDING AT CAGAYAN

Wednesday—Another ideal flight, this time northward along the other coast of the Zamboanga peninsula, brought us back past Misamis, where we had made our second forced landing, and on to Cagayan and here, after we had congratulated ourselves that our run of hard luck was over, the worst misfortune of the trip befell the squadron. The landing at Cagayan is very awkward, and the planes in order to hit the water in a very prescribed space, had to circle about over the land and near the town. The first two executed it in beautiful style with little room to spare, but the third hit an air bump in its circle and crashed in a coconut grove. A moment later there was an explosion, and we could see flames and smoke shoot up where the plane had been. We were afraid

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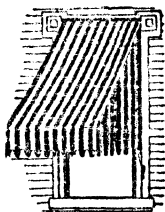
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the pilots had been trapped in the demolished machine, but the two officers soon emerged with only a few bruises and torn clothing. They had gotten out just before a spark from the exhaust of the still running motor ignited some gasoline. We spent the night in Cagayan wondering if any of the party would return from what seemed to be an ill-fated cruise.

### A PUNCTURED PONTOON REPAIRED

Thursday—Having two extra men in the squadron with the trip only about two-thirds completed, the two remaining planes set out for Surigao the following day with three in each cockpit. This time it was our experience to meet with a new kind of calamity. The trip up the coast of Mindanao went well, but when we were making the landing one of the planes struck a piece of floating bamboo which punctured the pontoon.

Friday—The leak in the pontoon mentioned in the log for yesterday was not discovered until today when we were taking off and the watersoaked pontoon sank below the surface. This at first glance necessitated wiring for a new one to Manila and another delay of several days, but we hauled it up on the beach and looked it over more carefully, only to discover that there was a possibility of fixing it. No standard materials were at hand, so a number of makeshifts were used and by working until one o'clock in the morning, we fixed it to our satisfaction.

### HOSPITALITY AT TACLOBAN

Saturday—The patch proved a triumph of resourcefulness and functioned perfectly in taking off from the harbor in front of Surigao in what promised to be ideal flying weather. And indeed the sky remained clear and the air smooth throughout our long flight across the channel and up the coast of Leyte to Tacloban. We arrived there about one o'clock in the afternoon and were all for pushing on to complete our schedule with as little delay as possible, but the American Club had prepared a banquet in our honor, and we yielded to their persuasion. There were about eighty guests present, the largest gathering we had attended on the trip.

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## STOP AT MASBATE FOR GASOLINE—HOME AGAIN

Sunday—Bright and early this time we got off amidst the cheers of nearly all of Tacloban and carrying mail for Manila, which we hoped to make in one long hop. After winging our way up the coast of Samar, however, against head winds, and sighting Masbate ahead, we decided to replenish our gasoline there, stopped only for a few minutes and were on our way again. The flight turned out to be one of the pleasantest we had ever taken in the Islands, past Burias island, the tip of Tayabas, Marinduque, through the channel between Mindoro and Luzon to come back to the familiar ground over which we had passed on first setting out from Manila two weeks before, and then the welcome sight of Corregidor and home. We had traveled 2,000 miles and seen all the Philippines in a fortnight, and were only two days behind our schedule in spite of all the delays. Those experiences, besides, one never forgets.

THE END

## POINTERS ON RUNNING

(Continued from page 199)

run another extra 200 meters. Proper judgment of pace comes to an athlete only through a systematic, diligent training.

In this connection it may be mentioned that there are two types of middle distance runners, particularly in the 400 meters. One type is the sprinter who possesses sufficient endurance to last him throughout the distance. The other type is the long distance runner who possesses sufficient speed to run the 400 meters in a fairly fast time. Eric Liddel, F. Danao, and R. Mañuel represent the first type, while Crispin Garcia, and J. K. Taturan represent the second type. The sprinter type of middle distance runner ordinarily has the advantage over the other type, because of his sprinting ability which enables him to take the pole. On the other hand, the long distance type of 400-meter runner will have a decided advantage over the other type on a muddy, sloppy track during rainy days when good strides are more advantageous than normal sprinting ability.

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**TRAINING**

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It is not necessary to state here the daily and weekly training program because the personal element enters in the plan with reference to the amount and the kind of work that the individual runner should have. For instance, if a sprinter has no endurance to last him throughout the distance and he weakens considerably in the last 25 meters, his training should be that which gives him more endurance; namely, frequent trials at moderate speed in longer distances. If starting is his weakness or his stride is rather short and defective, the training should consist in correcting these defects. On the other hand, if the 800-meter runner has plenty of endurance and lacks speed, his training should consist mainly of sprinting. It is, therefore, difficult to outline a training program which would suit all conditions.

As a general rule, the first month of training should consist mostly of long hikes in the open field and occasional slow jogs on the track. This is a sort of preliminary training the object of which is to put the men in good physical condition before the specialized type of track work is carried out. By this method the runners can stand a greater amount of hard work when the real training season begins without feeling muscle soreness.

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# "Tubig"

THERE are many dialects spoken in these Islands, and those who speak one dialect can rarely understand another. I was driving in the provinces the other morning, when I discovered that my radiator needed water.

"Tubig," said I to myself, "is Tagalog for water. I'll try it on the old gentleman yonder by the nipa hut."

I stopped, and saluted the grizzled Filipino farmer, bidding him good morning in Tagalog:

"Magandang umaga po."

He looked at me in utter blankness. Then I thought that it might be a little late for good morning, and so tried again, with good day:

"Magandang araw po."

He remained unmoved; but as he did not appear unfriendly, I decided to eschew the greeting and try for some water. Therefore I smiled and said:

"Tubig s'il vous plait."

"No sabe Inglés," was his prompt rejoinder.

"That's quite apparent," I replied, "and it appears also that you no sabe Tagalog. Therefore it doesn't matter what I talk to you."

"No sabe Tagalog," echoed the old man, and his face brightened. At least one thought had flashed between us; we were now on a friendly basis.

I got out of the car, removed the radiator cap, and motioned the old man to my side. Then I pointed into the hole.

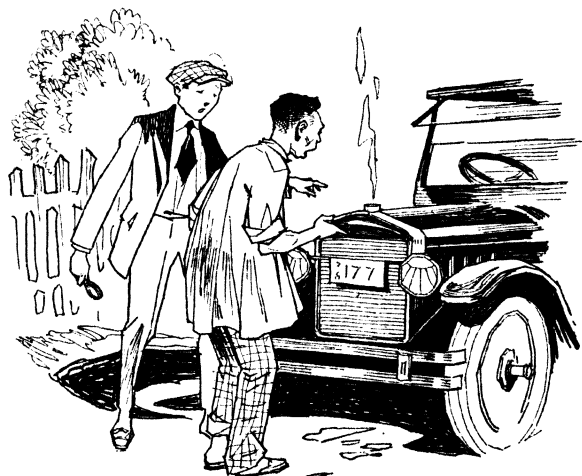
"Do you see," I said, "this little circular aperture—*ang butas* in Tagalog, which you no sabe. Well, po, into it one pours water, that is, *tubig*, when the radiator requires filling, which is now the case."

"Ang butas," said the farmer, with a bright look of comprehension; and then peered curiously into the hole. "Butas" seemed to be a word common to his dialect and to Tagalog; for he plainly understood that he was looking into a hole. Yet he plainly did not understand *why* he was looking into that hole.

"Water, water," I said, and I made motions as if pouring water from a pail into the hole, imitating myself watching it go in. The old man looked at me, then at the hole.

"No sabe," he said sorrowfully. I could see that he thought he was missing something of great interest.

"No sabe," I repeated. "No, damn it, neither do I sabe Spanish."



"NO SABE." HE SAID SORROWFULLY.

Then I got an idea. Taking the old man persuasively by the arm, I led him into his hut. It was a one-room affair with an open-work bamboo floor. One minute's search was sufficient to prove that there was not a drop of water in the place. Neither was there a pail or a dipper or any other water-container in sight. So I led the farmer back to the car. There I first went through the motions of drinking from a glass; then pointed to "ang butas" and again imitated myself pouring water into it.

The old man was greatly puzzled. In fact, I thought he was beginning to regard me with suspicion, as though I might be crazy. I was becoming desperate.

"Water," I said, "wasser, de l'eau—ah, I'll get you yet! What is Spanish for water?—It must be like Latin,—I say, old man, Español—aqua, aqua, aqua!" and I pointed to the hole.

"Agua!" shouted the Filipino, and his face became all smiles.

"Si señor, agua." Then he plunged in the bushes beside his hut, and two minutes later came back with a section of bamboo five inches across by eighteen long, completely filled with water.

How I thanked him is another story.

## ARBOR DAY PROGRAM (Continued from page 221)

### Tico-Tico

In other lands if you me hail,  
I would be simply called a quail,  
But here I bear another name,  
Because I'm often heard exclaim,  
That I am, "Tico—Tico."

A chubby little bird am I,  
Of course I know well how to fly,  
My feet a hen's are said match,  
And like a hen I love to scratch  
While I say, "Tico—Tico."

My home I make among the grass,  
As all birds do of our class,  
I find among the sedge and weeds  
Big bugs, fat worms and many seeds,  
And then say, "Tico—Tico."

Should man come on me by surprise,  
I show him quickly I am wise,  
Right up I leap and whirl away,  
When I alight, search as he may,  
He can't find Tico—Tico.

The farmers' friend, I am you know,  
I help his many crops to grow;  
By eating harmful insects I,  
Prove that I love him as I cry,  
So softly, "Tico—Tico."

### Tuc-a-roc, or Nightjar

Tuc-a-roc! Tuc-a-roc! You will hear the cry  
Of a feathered creature skimming by  
Soon as the evening star peeps out  
And moths and beetles fly about.  
Tuc-a-roc! Tuc-a-roc!

Tuc-a-roc! Tuc-a-roc! The bird flies low.  
A nightjar knows right where to go,  
His hairy mouth insects to trap  
Soon has a bug and then a snap  
Tuc-a-roc! Tuc-a-roc!

Tuc-a-roc! Tuc-a-roc! 'Tis a pretty trick  
Grown nightjars have of playing sick  
When harm comes near their little ones.  
As each for safety up and runs,  
Tuc-a-roc! Tuc-a-roc!

Tuc-a-roc! Tuc-a-roc! O nightjar, friend,  
On you our people much depend  
Bad insects to annihilate,  
To us in gold you're worth your weight!  
Tuc-a-roc! Tuc-a-roc!

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